


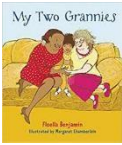
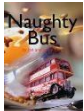
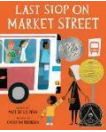


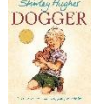


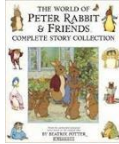




Year 1 Curriculum Overview 2022-2023

ENGAGEMENT – RESILIENCE - INTEGRITY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Title: What makes us human?</p> <p>The bog baby – Jeanne Willis </p> <p>The Tiger who came to Tea Judith Kerr, </p> <p>Supplementary texts: Augustus and His Smile Catherine Rayner</p>	<p>Title: What makes our family unique?</p> <p>Grandma Bird – Benji Davies </p> <p>My two Grannies – Floella Benjamin </p> <p>Supplementary texts: Peepo – Janet and Allan Ahlberg Once there were giants – Martin Waddell</p>	<p>Title: Is home where the heart is?</p> <p>The Naughty Bus – Jan and Jerry Oke </p> <p>The last stop on market street - Matt De La Pena </p>	<p>Title: Is it better to be hot or cold?</p> <p>Meerkat Mail – Emily Gravett </p> <p>Lost and Found Oliver Jeffers </p>	<p>Title: Who had the best time – Nanny or me?</p> <p>Dogger – Shirley Hughes </p> <p>Lost in the Toy Museum: An Adventure David Lucas </p> <p>Supplementary texts: Staneley's Stick – N. Layton Toys in Space – Minnie Grey That rabbit belongs to Emily Brown – Cressida Cowell</p>	<p>Title: Would Peter Rabbit like to live on the White Horse?</p> <p>The rabbit problem - Emily Gravett </p> <p>Peter Rabbit Beatrix Potter </p>
<p>Concepts: Kindness, belonging, classification, variation, chronology, identity.</p>	<p>Concepts: Society, chronology, fear, safety, Family, culture.</p>	<p>Concepts: Reflection, chronology, place, change, kindness, choice</p>	<p>Concepts: Change, Weather, Climate, Effect, Environment</p>	<p>Concepts: Evidence, chronology, source, classification, rich, poor, responsibility</p>	<p>Concepts: Life-cycles, experiment, environment, location, money, health and hygiene</p>
<p>Experiences: *Bog baby hunt *Bog baby and doctors role play *Supermarket virtual tour</p>	<p>Experiences: *Take harvest boxes to care home *Old-fashioned house role play with artefacts *Walk down a street to look at house numbers (odd, even, 2s)</p>	<p>Experiences: *Haynes Motor Museum, Sparkford or East Somerset Railway – Steam Train **New electric and old steam train role play *Moulton – inventor of folding bike (Bradford on Avon)</p>	<p>Experiences: *Longleat – meerkats *North Pole (igloo) and Post office roleplay.</p>	<p>Experiences: *Toy shop and fairy-tale land roleplay *Trowbridge Museum - toys</p>	<p>Experiences: *Bratton – animals, plants and trees. *Garden centre and enchanted forest roleplay. *Walk to the White Horse</p>
<p>Significant people: *Florence Nightingale *Mary Seacole</p>	<p>Significant people: *Family *Royal Family</p>	<p>Significant people: *Jem Marsh and aerodynamicist Frank Costin- Marcos cars – first in BOA then moved production to Westbury</p>	<p>Significant people: *Robert Falcon Scott *Roald Amundsen *David Attenborough *Ann Bancroft</p>	<p>Significant people: *Theodore Roosevelt – inventor of the 'teddy' bear. *Richard Steiff/Margarete Steiff - bear inventors</p>	<p>Significant people: *Beatrix Potter</p>

<p>Science: <u>ANIMALS INCLUDING HUMANS (Y1)</u> Humans focus: Senses Name parts of body</p>	<p>Science: <u>PLANTS(Y1)</u></p>	<p>Science: <u>EVERYDAY MATERIALS(Y1)</u></p>	<p>Science: <u>ANIMALS INCLUDING HUMANS (Y1)</u> Animals focus; Classification Structure of a variety of common animals</p>		
<p style="text-align: center;">Science: <u>SEASONAL CHANGES (Y1)</u></p>					
<p style="text-align: center;">Forest School: Use the local environment throughout the year to explore and answer questions about plants growing in their habitat Explore and answer questions about animals in their local environment</p>					
<p>History: <u>FLORENCE NIGHTINGALE/MARY SEACOLE</u> (The lives of significant individuals who have contributed to national and international achievements, comparing aspects of life in different periods)</p>	<p>History:</p>	<p>History: <u>HOW TRANSPORT HAS CHANGED</u> (Changes within living memory) Cars/buses/trains only * Jem Marsh and aerodynamicist Frank Costin-Marcos racing cars – first in BOA then moved production to Westbury). Links to significant historical events, people and places in our own LOCALITY and the lives of significant individuals in the past who have contributed tonational and international achievements.)</p>	<p>History: <u>SIGNIFICANT EVENT</u> - Race to the pole Scott/Amundsen</p>	<p>History:</p>	<p>History:</p>

	<p>Geography:</p> <p>Geography: <u>SEASONAL CHANGES</u> *Know the weather is changeable and it makes the seasons. *Use geographical language to describe the weather patterns and record observations over time using weather symbols.</p>	<p>Geography:</p> <p>Geography: <u>PLACE KNOWLEDGE/ HUMAN AND PHYSICAL GEOGRAPHY</u> * Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. *Compare the features of hot and cold countries by the use of basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, season and weather: *Use and construct basic symbols in a key for a map of the desert and the North Pole. *Understand where different fruit and vegetables come from when creating a healthy fruit salad.</p>	<p>Geography: <u>KNOWLEDGE/GEOGRAPHICAL SKILLS</u> *Use world maps, atlases and globes to identify the United Kingdom and the four countries that make up the UK. *Locate and name the sea that surround the UK. *Identify characteristics of the four countries and capital cities of the UK. *Identify key human features, including city, town, village, factory, farm, house, office, harbour and shop. *Undertake fieldwork and gather information by observing the traffic in a survey. *Create a map of the school grounds and where the train tracks used to run.</p>	<p>Geography: <u>KNOWLEDGE/GEOGRAPHICAL SKILLS</u> *Use simple fieldwork to study the geography of their school area (Bratton) and understand which county, country and continent we are *Identify characteristics of the four countries and capital cities of the UK. *Know all streets have a name and a postcode *Know types of houses that are in our local area -flats, terrace, semi-detached, detached *Know their own address and the address of the school.</p>	
IN	<p>Design technology:</p> <p>Design, make, evaluate <u>Textiles</u> – design and use a template to make a star decoration from material.</p> <p>Food technology Skills Creating healthy snacks – Hummous and chopped vegetables</p>	<p>Design technology: Design, make, evaluate <u>Mechanisms</u> - A moving vehicle. Disassembly and skills: *Test and assemble a variety of wheels and axels to see which work best. Food technology: Skills Make egg muffins</p>	<p>Design technology: Design, make, evaluate <u>Structures</u> – Make a freestanding enclosure for a meerkat</p> <p>Food technology: Skills Make a fruit salad using fruits from around the world</p>	<p>Design technology:</p> <p>Food technology: Skills Make fruit jelly</p>	<p>Design technology:</p> <p>Food technology: Skills Make a salad</p>
	<p>Art: Drawing/Painting Designer study: Andy Warhol – children to create self portraits.</p>	<p>Art:</p>	<p>Art:</p>	<p>Art: Sculpture Clay sculpture of a teddy bear Sculpture study: Matt Buckley</p>	<p>Art: Mixed Media Artist study LS Lowry – children to create a picture of Bratton, including buildings, people and vehicles.</p>

<p>Computing Programming: CORE Move my Bee-Bot</p>	<p>Computing Handling Data: CHOICE Present my Weather Handling Data: CHOICE Present my Weather</p>	<p>Computing Online Safety: I am safe and secure TIOL: CHOICE My Internet Search</p>	<p>Computing Handling Data: CORE Sorting my Birds Multimedia: CHOICE Animate my Animal</p>	<p>Computing Multimedia: CORE Describing my Toys TIOL: CORE Discovering my Technology</p>	<p>Computing Programming: CHOICE Debug my Programs in JIT</p>
<p>Music: Hey you! *Listen and Appraise the song Hey You! and other Hip Hop songs: ● Hey You! by Joanna Mangona ● Me, Myself And I by De La Soul ● Fresh Prince Of Bel Air by Will Smith ● Rapper's Delight by The Sugarhill Gang ● U Can't Touch This by MC Hammer ● It's Like That by RunDMC</p>	<p>Music: Christmas songs for Nativity performance.</p>	<p>Music: Rhythm in the way we walk and the Banana Rap *Listen and Appraise the songs Rhythm In The Way We Walk by Joanna Mangona ● The Planets, Mars by Gustav Holst ● Tubular Bells by Mike Oldeld ● The Banana Rap by Jane Sebba ● Happy by Pharrell Williams ● When I'm 64 by The Beatles.</p>	<p>Music: In the groove. *Listen and Appraise the song In The Groove and other songs in other styles: ● How Blue Can You Get by B.B. King ● Let The Bright Seraphim by Handel ● Livin' La Vida Loca by Ricky Martin ● Jai Ho by J.R. Rahman ● Lord Of The Dance by Ronan Hardiman ● Diggin' On James Brown by Tower OfPower.</p>	<p>Music: Round and round. *Listen and Appraise the song Round And Round and other songs in other styles: ● Round And Round(Bossa Nova) by Joanna Mangona ● Livin' La Vida Loca (Latin/Pop) by Ricky Martin ● March Of The Empire (Film music) by John Williams ● It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Bubl� ● Why Don't You (Big Band/Dance) by Gramophonedzie ● Oye Como Va (Latin/Jazz) by Santana.</p>	<p>Music: Your imagination. *Listen and Appraise the song Your Imagination and other songs about using your imagination: ● Your Imagination by Joanna Mangona and Pete Readman ● Supercalifragilisticexpialidocious from Mary Poppins ● Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack ● Daydream Believer by The Monkees ● Rainbow Connection from The Muppet Movie ● A Whole New World from Aladdin.</p>
<p>P.E. Net Games *Balance and Control – striking Dance *Jungle animals <u>BASIC SKILLS – ABCs</u> (Agility, Bounce, Coordination) <u>MOVEMENT – Control and Flexibility</u> <u>GAMES, DANCE, STACKING</u></p>	<p>P.E Outdoor Adventure *Creative Play Dance *UK celebrations <u>MOVEMENT – Control and Flexibility</u> <u>GAMES, DANCE, STACKING</u> <u>BASIC SKILLS – ABCs</u> (Agility, Bounce, Coordination)</p>	<p>P.E Invasion Games *Throwing and catching. Gymnastics *Balance and agility <u>GYMNASTICS – rolling, balancing, actions, body shapes and sequences</u> <u>GAMES, DANCE, STACKING</u> <u>BASIC SKILLS – ABCs</u> (Agility, Bounce, Coordination)</p>	<p>P.E Invasion Games *Ball Control Gymnastics *Jump into the past <u>GYMNASTICS – rolling, balancing, actions, body shapes and sequences</u> <u>GAMES, DANCE, STACKING</u> <u>BASIC SKILLS – ABCs</u> (Agility, Bounce, Coordination)</p>	<p>P.E Strike and Field Games *Partner Games (Striking and Fielding) Gymnastics *Position and direction <u>GYMNASTICS – rolling, balancing, actions, body shapes and sequences</u> <u>GAMES, DANCE, STACKING</u> <u>BASIC SKILLS – ABCs</u> (Agility, Bounce, Coordination)</p>	<p>P.E Athletics *Running and Jumping Dance: *Fictional Characters/traditional tales <u>MOVEMENT – Control and Flexibility</u> <u>GAMES, DANCE, STACKING</u> <u>BASIC SKILLS – ABCs</u> (Agility, Bounce, Coordination)</p>
<p>R.E * What does it mean to belong? Q 9 Being Special (Belonging)</p>	<p>R.E *Why do we celebrate special times? Q5 Special Times (Celebrations).</p>	<p>R.E * What do some people believe about God? Q1 Special People (Believing)</p>	<p>R.E *Why do we celebrate special times? Q4 Special Times (Symbols)</p>	<p>R.E * Why and how do special places and symbols help people show what they believe? Q7 Special Places (Symbols)</p>	<p>R.E * How does being Jewish make a difference to family and celebration? Q6 Special Places (Symbols)</p>
<p>RSE/PSHE Being Me Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p>RSE/PSHE Celebrating Differences Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p>RSE/PSHE Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p>RSE/PSHE Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>RSE/PSHE Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p>RSE/PSHE Changing Me Bodies Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition.</p>