

**CURRICULUM OVERVIEWS**  
**FOR YEAR 1**  
**(YEARS 1 & 2 AUTUMN TERM)**  
**WHOLE SCHOOL TOPICS**

TERMS 1 and 2: **HOW THINGS WORK**

TERMS 3 and 4: **WONDERFUL WORLD**

TERMS 5 and 6: **20<sup>th</sup> CENTURY**

<b>ROBIN</b> <b>(YEARS 1/2)</b>	<b>Wonderful World</b> <b>Spring 2017</b>
CLASS FOCUS	TRANSPORT

	Term 1	Term 2
SCIENCE	Living things and their habitats - What is a living thing?, What do we need to stay alive?, Habitats - the rainforest, Habitats - the wood/ school, Habitats - polar and dessert regions, food chains.	Living things and their habitats - What is a living thing?, What do we need to stay alive?, Habitats - the rainforest, Habitats - the wood/ school, Habitats - polar and dessert regions, food chains.
GEOGRAPHY	<p>Wonderful World – Hot and cold parts of the world, focus on the Brazilian Rainforest and African Savannah</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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 (Brazilian Rainforest)</li> <li><input type="checkbox"/> name and locate the world’s 7 continents and 5 oceans</li> <li><input type="checkbox"/> 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</li> </ul> <p>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.</p>	
HISTORY		
ART	<p style="text-align: center;"><b>Shape and Colour</b></p> <p>Look at artists Kandinsky and Klee and investigate how they used shape and colour in their paintings.</p>	
DESIGN & TECHNOLOGY	<p style="text-align: center;"><b>Cooking from around the world</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make and sample food from around the world, focus on Brazil.</li> </ul>	
COMPUTING	<p style="text-align: center;"><b>Data</b></p> <p>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content  * Take observational photographs to find out about something. * Use video and sound recording devices to record data to answer questions. * Sort and group pictures and objects by given and own criteria in a number of different ways. * Match pictures and grouped objects to name labels. * Ask questions to show what they want to find out. * Record information using tallying and tables. * Contribute to creating a pictogram. * Create their own pictogram. * Answer questions about a pictogram by counting.</p>	
PSHE	Going for Goals	It’s Good to be Me

R.E.	<p>Religion: Judaism</p> <p>Question: Does celebrating Hannukah make Jewish children feel closer to God?</p>	<p>Religion: Christianity</p> <p>Question: Why was Jesus welcomed like a celebrity or King by the crowds on Palm Sunday?</p>
P.E.	<p>REAL PE – Cognitive skills with an emphasis on dynamic and static balance. We will be learning how to follow instructions, improve our movement and balancing skills, give positive feedback to others and assess how well we are doing ourselves.</p> <p style="text-align: center;"><u>Invasion Games</u></p> <p style="text-align: center;">Netball - Ball skills (throwing and catching)</p> <p style="text-align: center;">Attacking</p> <p style="text-align: center;">Defending</p> <p style="text-align: center;">Rules of modified Netball games.</p> <p style="text-align: center;">Hockey – Coordination</p> <p style="text-align: center;">Passing</p> <p style="text-align: center;">Shooting</p> <p style="text-align: center;">Application of attacking and defending.</p>	
MUSIC	<p>Zoo Time – Reggae. Exploring and composing songs.</p>	<p>I Wanna Play in a Band! - Performing and Recording voices and instruments</p>
ENGLISH	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recount</li> <li><input type="checkbox"/> Descriptive writing, setting and character</li> <li><input type="checkbox"/> Narrative: Just So Story</li> <li><input type="checkbox"/> Non-fiction: instructions, postcards and letters.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative: How to Hide a Lion</li> <li><input type="checkbox"/> Non-fiction: Diary entry, instructions, posters, letters, descriptive writing.</li> </ul>

<p>MATHS</p>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• <b>Time;</b> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times, Recognise and use language relating to dates, including days of the week, weeks, months and years, Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds), Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>• <b>Place Value;</b> Count to 40 forwards and backwards, beginning with 0 or 1, or from any number, Count, read and write numbers from 1-40 in numerals and words, Identify and represent numbers using objects and pictorial representations. Given a number, identify 1 more or 1 less.</li> <li>• <b>Number: Addition and Subtraction;</b> Add and subtract one digit and two digit numbers to 20, including zero, Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs, Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</li> <li>• <b>Measure: Length and Height;</b> Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half, Measure and begin to record lengths and heights.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>• <b>Number: Multiplication and Division;</b> Count in multiples of twos, fives and tens, Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> <li>• <b>Number: Fractions;</b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity, Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul>
<p>EXPERIENCES</p>	<p>Robin trip to Bristol Zoo</p>	<p>Sharing our learning</p>