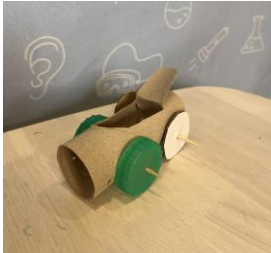


Year One Overview

Curriculum Area/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Theme	Marvellous me	Toys through time	London's Burning!	Once upon a castle	Amazing weather, amazing world	
Project Core Question	<i>What can I do for my own Health?</i>	<i>How have toys adapted over time?</i>	<i>What can we learn about diversity and adaptation from The Great Fire of London?</i>	Why did people build castles and forts in Hampshire?	<i>What changes and grows using the principle of Circles and Cycles?</i>	<i>How do we adapt to different weather?</i>
Hook	Children to bring in pictures of their families and summer holidays for classroom display	Toy museum (classrooms transform into a museum with old and new toys)	Orange, red and yellow day Rainbow Theatre Company in school	Bring castle books from home to make a class library to share	Living Butterflies in classrooms	Mystery suitcase delivery (where has the traveller been? What weather did they experience?)
Harmony Principle/ Value Focus	Health Care Happiness Diversity Appreciation	Adaptation Responsibility Geometry Simplicity	Adaptation Hope Diversity Courage Health Care	Diversity Appreciation Adaptation Belonging	Circles and Cycles Equality Geometry Simplicity	Oneness Unity Interdependence Friendship Health Care
Masterpiece/ Sustainability link	Charitable act: Family and friends Art gallery in aid of the Trussell Trust Food Bank.	Brooklands Museum: Are toy cars and real cars the same?	Educational visit: Visit from the local Fire service. Visit from London Rainbow Theatre Company Sustainability: <i>Changing the things we do to teach each</i>	Celebration of work: Parents invited for a book look in school	Educational visit: BeeKeepers visit from Fleet Bees Sustainability: <i>Wildflower seed bombs to sow meadow</i>	Charitable/sustainability act: Organise and take part in a litter pick of the local area. Children to track the amount of litter to discuss with those responsible for the litter as well as the

			<i>other's about fire safety</i> Class Assembly: What happened during the Great Fire of London?		Parents invited for a book look in school	environmental implications. Sustainability: <i>Keeping our local area clean and safe. Knowing the implications to animals and humans.</i> <i>Finding ways to reduce plastic waste</i>
Maths <i>Power Maths</i>	Place value to 10 Addition and subtraction within 10 2D and 3D shapes	Addition and subtraction within 10 2D and 3D shapes	Place value within 20 Addition and subtraction within 20	Place value within 50 Length and height Mass and capacity	Multiplication and division Fractions Position and direction	Numbers to 100 Time Money
English	<i>For the love of books.....</i> Key Texts: You Choose Shark in the Park One Fox Blue Penguin Where the Wild things are The Tiger who came to Tea	Healthy me.... Key Texts: Funny Bones Olivers Vegetables Beegu	<i>Getting around.....</i> Key Texts: Hundred Decker Bus The Queen's Hat	<i>Amazing Animals....</i> Key Texts: Flashlight Wolves The Storm Whale	<i>Once upon a time.....</i> Key Texts: Three Billy Goats Gruff Three Little Pigs	<i>Once upon a time....</i> Key Texts: Goldilocks and the Three Bears
Science	What are the parts of the Human Body?	What materials make the best toys?	What materials can I find?	What do animals eat?	How do plants grow?	How do plants survive? Observing growth over time.

Plants: plant, leaf / leaves,flower,stem, roots, grow/ growth, seed, sunlight,water, soil Everyday materials: material,wood, metal, plastic, glass, fabric / cloth paper / cardboard,hard / soft, rough / smooth, bendy / stiff, shiny / dull,waterproof / absorbent Working scientifically: question, test, observe / observation, compare, sort / group, measure, record, results, same / different, change Animals including humans: animal, human, body, head, arms, legs, hands, feet, eyes,ears, mouth, nose, senses, hear, see, smell, taste, touch, baby, child, adult, food, pet, exercise, health, survive, mammal, bird, fish, reptile, amphibian, insect, diet, habitat, life-cycle.	Animals, including humans	Everyday Materials	Describing Materials	Animals, including humans	Planting and growing seeds What minibeasts can we find in the wildflower meadow? Harmony Garden planting	What do plants need to grow? Harmony Garden planting
Art and Design <i>Access Art</i> Portraits: Portrait, Abstract, Realistic, Line, Colour, Shape, Observation, Careful, Looking, Object, Drawing, Colour, Simplified, Texture, Lines, Dark,Light,Blending, Mark making, Look, Asymmetry, abstract, realistic, sculpture. Water colours: paint, brush, paper, colour, mix, light, dark, wash, stroke, drip, wet, dry, blend, palette , fluid, colour mixing. Observational drawings: Observe, sketch, draw, line, shape, pencil. graphite, oil	Artist: Julian Opie, Kimmy Cantral, Andy Worhol Key Skill: Painting Self portraits -Primary and secondary colours -Shapes and Patterns Key Skill: Sketching -Sketching self portraits -Using two grades of pencil H and B -Shapes and Patterns	Artist: Paul Klee & Emma Burleigh Key Skill: Water Colours. Wet on Wet. Wet on dry. - Properties of water colours - Artists who use water colour - Develop imagination	Artist: Jan Van Kessel , Henri Rousseau , Anselmus Boëtius de Boodt, Eric Carle Key Skill: Observational drawings, oil pastels, graphite. -Work of artists who are inspired by flora and fauna -collage to create minibeasts			

pastel, smudge, blend, texture, shade, light, dark, mark-making, detail, outline Flora and Fauna: Flora, Fauna, Line, Shape, Colour, tones, hues, tints, Oil Pastel, Graphite, Handwriting Pen, Collage, Painted paper, cut, tear, arrange, play, composition, elements.		when using water colour. - Layer mediums on top of water colour.	-Observational drawings		
DT Cooking and nutrition: Knife, Chopping board, Bowl, Skewer, Plate, peel, prepare, chop, slice, thread, push, hygiene, safe, (fruit names). Mechanisms: Wheel, Axle, Axle holder, Chassis, Mechanism, Turn, Spin, Roll, Move, Join, Attach, Make, Build, Design, Test, assemble, design, evaluation. Textiles: join, design, fabric, test, evaluate, change, improve, cut, sew, stitch, thread, eyepatch.	Cooking and Nutrition- Healthy eating, fruit kebabs. Include a range of fruit and vegetables in a healthy fruit kebab.	Mechanisms- Wheels and Axles 			Textiles- Joining fabric to make an animal/character finger puppet for a puppet show. 

Music - Sing up Menu song: Duration: rhythm, rest, march on the beat. Structure: echo, call-and-response, cumulative. Tempo: beat. Timbre/texture: walking bass Colonel Hathi's March: Duration: march rhythm. Pitch: low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre). Tempo: beat (pulse). Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, military band. Football: Duration: beat, rhythm, rest. Pitch: mi-re-do (notes E-D-C), untuned/tuned instruments, unpitched/pitched patterns. Structure: ostinato (repeating pattern), echo, call-and-response. Tempo: steady beat. 'Dawn' from the sea interludes: Pitch: high sounds, low sounds, musical theme. Tempo: beat (a continuous, steady pulse that occurs in songs, rhymes, and music), pulse. Timbre: flute, harp, violin,viola, clarinet, orchestra Come dance with me: Duration: beat, rhythm. Pitch: stepping notes A-G-F, tuned and untuned percussion. Structure: call-and-response, verse, chorus. Texture: solo Cat and mouse: Duration: rhythm, beat. Dynamics: loud and quiet, gradual, and sudden changes. Timbre: vocal, instrument	Menu Song Focus: Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.	Colonel Hathi's march Focus: Beat, march, timbre, film music. Football Focus: Beat, ostinato, pitched/unpitched patterns, mi-re-do		'Dawn' from Sea interludes Focus: Beat, active listening (singing game, musical signals, movement), 20th century classical music. Cat and Mouse Focus: Mood, tempo, dynamics, rhythm, timbre, dot notation		Come dance with me Focus: Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.
---	--	--	--	--	--	---

Computing <i>NCCE- National Centre for Computing Education</i> <i>Computing and Systems:</i> <i>Programming a moving robot:</i> <i>Creating media</i>		Computing systems and networks: Technology around us	Programming A: moving a robot	Creating media: Digital painting	Creating media: Digital writing Data and information: grouping data	Programming B: programming animations
RE People and belonging: family, friend,community, belong,	Special People- Who is special?	Nativity Journeys- Where did Mary and Joseph travel?	Water Ritual - Why is water special to Buddhists?	Palm Sunday- How was Jesus	Kindness- How does Buddha show	Jesus- What People did Jesus Meet?

belonging,love,care, help,respect,kind, kindness, share, special,important. Nativity Journeys: People, Mary, Joseph, Jesus, Angel, Shepherds, Wise men, King Herod, Innkeeper, Nazareth, Bethlehem Stable, Inn, Desert, Palace, Temple, journey, travel, nativity, christmas. Water Ritual: Buddha, water, ritual, symbol, baptism, christian, kindness, compassionate Palm Sunday: Jerusalem, Donkey, Mary, Joseph, Palm Leaves, cross, celebrate, special, welcome. Kindness: Tradition, special event, buddha, belief, religion, faith, kindness, nature, world, care Jesus: Zacchaeus, Jairus, Christians, change, grow, older, younger, healer				Welcomed on Palm Sunday?	kindness? (Buddha Traditions)	
PSHE <i>SCARF</i> Me and my relationships: Family, friends, trust, special, relationship. Valuing difference: difference, similarities, diversity, celebrate. Keeping safe: touches, secret, safe people, body. Rights and respect: friends, environment, money, self Being my best: mindset, challenge, achieve, food, exercise, sleep Growing and changing: Life cycles, change, growth	Me and my Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing

PE <i>Get Set 4 Education</i>	Fundamentals <i>Fitness</i>	Ball skills <i>Yoga</i>	Sending and receiving <i>Gymnastics</i>	Target Games <i>Gymnastics</i>	Athletics <i>Dance</i>	Striking and fielding games <i>Dance</i>
History Chronology and time: past, present, today, tomorrow, yesterday, timeline, order, long ago, living memory, first, last, now, here, then, month, day, week, anniversary, history, future Change and continuity: same, different, before, after, change, older, younger., changes, remember, monarch, monarchy, king, queens, Historical evidence and sources: evidence, photograph, memories, artefact			The Great Fire of London beyond living memory How did people live during 1666? London then and now. Historical Figures: Samuel Pepys Thomas Farriner King Charles II Sir Christopher Wren Changes within living memory: Remembrance Day	History of Queens and castles past and present. How has life changed? (Looking at the similarities and differences between Queen Elizabeth I, Queen Elizabeth II and Queen Victoria. Historical Figures: Queen Elizabeth I, Queen Elizabeth II Queen Victoria.		Changes to our environment within living memory What was a seaside holiday like 50 years ago? Historical Figure: Blackbeard

Geography Human & Physical Geography: Home, school ,Town, village, city,House, flat, bungalow, street,Farm, shop, factory, port. Beach, cliff, coast, forest, hill, mountain, valley, River, stream, sea, ocean, Vegetation, Soil Map and Globe skills: Map , atlas, Aerial view, bird's eye view, Symbol, key, Globe, and Compass Weather and seasons: Rain, snow, wind, sun, fog, Wet, dry, hot, cold, Spring, summer, autumn, winter, Seasons Locational knowledge: United Kingdom, England, Scotland, Wales, Northern Ireland, Country, Capital city	Human and Physical Geography Where is our School? <i>-Recognise similarities and differences in their immediate environment</i> <i>-Talk about and find their way around school showing an awareness of where things belong and the people within the school.</i> <i>-Develop maps of their local environment.</i> <i>-Draw journeys the children go on. Journey to school. Journey to Grandmas etc...</i> <i>-Name and locate the four countries making up the British Isles.</i> Geographical skills and fieldwork				Locational knowledge UK and surrounding Seas <i>-Use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</i> <i>-talk about people and places beyond their local environment.</i> <i>-Name and locate the four countries making up the British Isles.</i> <i>-Locate and name the seas surrounding the UK.</i> <i>- Uses maps and atlases to locate the UK and its surrounding seas.</i> Geographical skills and fieldwork Place Knowledge UK and surrounding seas <i>-How do different environments compare?</i> <i>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate places in the UK.</i> Geographical skills and fieldwork	Weather and seasons 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 <i>Other themes that link:</i> <i>Seasons – longitudinal study in Science.</i>
--	--	--	--	--	--	--