

# Year One Curriculum Overview 2023 - 2024

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 4 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Big Question</b>	How can I identify differences between trees and plants?	Who were the heroes and villains of the Great Fire of London?	How is the UK split into four?	What put Norwich on the map?	When I go to the coast, what will I find?	Where are the hottest and coldest places on Earth?
<b>Literacy</b>	<u>Poem</u> Monkey's Meal <u>Narrative</u> Monkey See, Monkey Do	<u>Poem</u> A Tiny Burning Flame <u>Instructions</u> How to Wash a Monkey <u>Persuasion</u> Letter to Santa	<u>Poem</u> Winter <u>Narrative</u> How to Catch a Star	<u>Poem</u> I think I'd Like to Get a Pet <u>Recount</u> Teacher written based on school event/occasion	<u>Poem</u> Africa <u>Narrative</u> Handa's Surprise	<u>Poem</u> North Pole! South Pole! <u>Information Report</u> Amazing Antelopes
<b>Maths</b>	<u>Number</u> Place value within 10.  <u>Number</u> Addition and subtraction within 10.	<u>Number</u> Addition and subtraction within 10.  <u>Geometry</u> 2D and 3D Shape.	<u>Number</u> Place value within 20.  <u>Number</u> Addition and subtraction within 20.	<u>Number</u> Place value within 50.  <u>Measurement</u> Length and Height.  <u>Measurement</u> Mass and Capacity.	<u>Number</u> Multiplication and Division  <u>Number</u> Fractions  <u>Geometry</u> Position and Direction	<u>Number</u> Place value within 100.  <u>Measurement</u> Money  <u>Measurement</u> Time
<b>Science</b>  Throughout the year: Seasonal Changes	<u>What is science?</u> Initially, children will be learning about what it means to be a scientist. Children will begin by exploring how to think like a scientist. <u>Plants</u> The children will plant their own plants/bulbs (snowdrops, crocus, daffodil, tulip) and learn all about different types of plants and trees. <u>Seasonal Changes</u> The children will discuss why some plants can only be planted at certain times of the year.	<u>Everyday Materials</u> The children will learn about different materials and decide which are most appropriate for different uses. Children will be able to test the suitability of materials. Children will sort objects by their	<u>Humans</u> The children will learn about the human body and our senses. Children will explore each sense and talk about why it is important. Children will label the key parts of the human body.	<u>Plants</u> Children will go back and look at how their plants they planted have changed. Children will plant some different plants/vegetables (tomatoes and lettuce) and discuss the similarities and differences with the plants they planted in autumn. <u>Seasonal Changes</u> The children will discuss why some plants can only be planted at certain times of the year.	<u>Everyday materials</u> Children will test everyday materials and revisit their knowledge from the beginning of the year. Children look more in depth at the properties of materials and solve problems using their understanding of materials.	<u>Animals</u> The children will learn about the different animal groups (amphibian, mammal, reptile, bird, fish) and what they eat. Children will learn about what characteristics make an animal fit into a certain group.
<b>Circle Time (PSHE/RHE)</b>	<u>Families</u> Children will be discussing the people who are in their family and what makes a family different. <u>Caring Friendships</u> Children will discuss the ups and downs of friendships and how these can be resolved. <u>Respectful Relationships</u> The children will talk about the different emotions people experience and what it means to ask for permission.	<u>Online Relationships</u> Children will learn about how to stay safe online and the purpose of age related content. <u>Anti - Bullying Week</u> Children will be discussing what it means to be kind alongside the theme of this year's anti bullying week. <u>Being Safe</u> Children will discuss how to ask for help from others when staying safe as well as understanding what it means to keep something/things private.	<u>My Body</u> Children will learn how to name the main parts of their body using the correct terms and how diseases are spread. <u>Mental Wellbeing</u> Children will learn about feelings and how to recognise them in themselves and others. They will also learn to respect others who are different to them. <u>Being Healthy</u> Children will learn about food and drink that keeps them healthy as well as physical activity.	<u>Health and Prevention</u> Children will learn how to keep safe in the sun and about dental health and hygiene. <u>Basic First Aid</u> Children will learn about identifying dangers and ensuring an area is safe when attending an emergency.	<u>Identity, Society and Equality</u> Children will talk about how some people are the same and different. They will discuss what it means to be unique and what makes them unique. <u>Belonging to a Community</u> Children will learn what it means to have responsibility and why some rules are to keep us safe. <u>Looking after the environment</u> Children will learn how to protect our environment and be eco-friendly.	<u>Money and Work</u> Children will learn about different strengths and interests needed for different jobs. <u>Transitions</u> Children will think about growing up and moving onto a new class.
<b>History</b>	<u>Earlham</u> The children will learn about how Earlham has changed over time and the ways in which life was similar and different.	<u>The Great Fire of London</u> The children will be able to look at the Great Fire of London and think about why it is significant, forming their own opinions on the events of 1666 and sharing these with one another.	<u>The UK and Capital Cities</u> The children will learn about key landmarks of each of the capital cities and when they were built.	<u>Norwich</u> The children will be able to share why Norwich is known and give examples of people from Norwich. They will identify key places and events which took place through a selected period of time.	<u>The Coast &amp; Henry Blogg</u> The children will be able to share information about Henry Blogg and talk about his achievements in the RNLI.	<u>Hot &amp; Cold Explorers</u> The children will be able to share facts about people who have explored the Equator and North and South Pole.
<b>Geography</b>	<u>Earlham</u> The children will be able	<u>The Great Fire of London</u>	<u>The UK and Capital Cities</u>	<u>Norwich</u> Children will be able	<u>The Coast &amp; Henry Blogg</u>	<u>Hot &amp; Cold Explorers</u> The children will be

	to explore the school grounds and the surrounding area, hunting and exploring for key human and physical geographical features, creating keys, and putting these into their own maps of the area explored	The children will learn about London and the human and physical properties.	The children will be able to look at a map of the UK, identify which four countries make up the United Kingdom, look at their capitals and name the seas that surround them, as well as discuss key characteristics of each country, city and sea.	to identify the human and physical features of Norwich and how these relate to significant individuals.	The children will be able to talk about Cromer at length, comparing its features and attractions from now and the past.	able to locate the Equator and the Poles, identifying key features of each place.
<b>Religious Education</b>	<b>What do my senses tell me about the world of Religion and belief?</b> (Philosophy - Hinduism) <b>Harvest (1/10)</b>	<b>How does a celebration bring a community together?</b> (Social Human Science - Christianity & Judaism) <b>Diwali (12/11)</b> <b>Christmas (25/12)</b>	<b>Active RE Sessions:</b> The Stories of the Old Testament (Theology - Christianity) <b>World Religion Day (21/1)</b> <b>Chinese New Year (10/2)</b> <b>Shrove Tuesday (13/2)</b> <b>Ash Wednesday (14/2)</b>	<b>What do Jewish people remember at Passover?</b> (Theology - Judaism) <b>Ramadan (11/3)</b> <b>Holi Festival (24/3)</b> <b>Easter (31/3)</b>	<b>How did the universe come to be?</b> (Philosophy - Christianity, Hinduism & Encounter Humanism) <b>Eid (10/4)</b>	<b>What might Christians learn from the story of Abraham?</b> (Theology - Christianity)
<b>PE</b>	<b>Fundamentals</b> The children will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping	<b>Dance</b> Children will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Children will copy and repeat actions linking them together to make short dance phrases.	<b>Team Games(Active RE)</b> The children will engage in physical Active RE sessions which involve working as a team.	<b>Gymnastics</b> The children will explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases.	<b>Ball Skills</b> The children will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.	<b>Athletics</b> Children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. <b>Sports Day</b>
<b>ICT/ Computing</b>	<b>Computing Systems and Networks - Technology around us</b> Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Children will also consider how to use technology responsibly.	<b>Creating Media - Digital Painting</b> Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. Children will consider their preferences when painting with and without the use of digital devices.	<b>Programming A - Moving a Robot</b> Children will be introduced to early programming concepts. Children will explore using individual commands, both with other children and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. Children are also introduced to the early stages of program design through the introduction of algorithms.	<b>Data and Information - Grouping Data</b> Children will be introduced to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels.	<b>Creating Media - Digital Writing</b> Children will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Children will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Children will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.	<b>Programming B - Programming Animations</b> Pupils will be introduced to on-screen programming through ScratchJr. Pupils will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Children will also be introduced to the early stages of program design through the introduction of algorithms.
<b>Art &amp; Design</b>	<b>Drawing</b> The children will explore a range of different mark markers and experiment with lines to create controlled drawings.	<b>3D Art</b> The children will use natural materials and clay to create 3D art inspired by artists such as Andy Goldsworthy.	<b>Collage</b> The children will create pieces of art which follow the techniques and styles of famous artists who use collage.	<b>Paint</b> Children will explore the use of thick and thin paint to explore texture.	<b>Print</b> Children will explore direct printmaking with a variety of objects. Children will create a layered print image.	<b>Textiles</b> Children will investigate weaving and exploring ideas using different pieces of fabric.
<b>Design &amp; Technology</b>	<b>Problem</b> How can we stop the Hat Seller from losing his hats? <b>Cooking</b> Dips - salsa, guacamole, cheese (chopping, blending)	<b>Problem</b> How can we stop the houses from burning? <b>Cooking</b> Fruit Kebab - ICT Link (chopping, layering)	<b>Problem</b> How can we trap a star? <b>Cooking</b> Stir Fry - RE link CNY (using the hob, frying)	<b>Problem</b> How do I know where to go in Norwich? <b>Cooking</b> Cheese and courgette muffins - Maths link to measure (measuring, chopping, baking, grating)	<b>Problem</b> How can Handa get to the village without losing all of her fruit? <b>Cooking</b> Pitta Pizza - Maths link to fractions (Knife skills, shaping, baking, presentation)	<b>Problem</b> How can we cross the North Pole? <b>Cooking</b> Salad using grown tomatoes and lettuce (chopping, presentation)
<b>Music</b>	<b>Hey You!</b> The children will be able to create their own raps and compare this to other music styles.	<b>Rhythm in the way we walk &amp; Banana Rap</b> The children will use actions in music that link to the foundations of music.	<b>In The Groove</b> The children will experience a range of different musical styles which have links to different countries and cultures from around the world, as well as different historical contexts.	<b>Round and Round</b> The children will explore music created by Norwich artists.	<b>Your Imagination</b> The children will listen to six different songs and learn their pulse and rhythms. They will also try to name at least two instruments they can hear in the music.	<b>Reflect, Rewind, Replay</b> The children will listen to music and create music that they believe represents the hot and cold environments discussed.