



St. John's Curriculum Overview: Year 1



| | Autumn Term | | Spring Term | | Summer Term | |
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| | Autumn 1 (7 weeks) | Autumn 2 (8 weeks) | Spring 1 (6 weeks) | Spring 2 (6 weeks) | Summer 1 (6 weeks) | Summer 2 (7 weeks) |
| Topic Title/Theme | A Toy Story | Get out of my swamp | Wheel, Wings and other things | | The Land that Time forgot | Island Adventures |
| Enquiry question | How have toys changed? | How should we treat others? | How has flight changed? | How can we travel to Space? | How do we know that dinosaurs existed? | Where are we from? |
| Topic Launch | LAUNCH- Toy museum | LAUNCH - Story Scene | LAUNCH - Airport simulation | | LAUNCH- Exploring fossils | LAUNCH- Tropical fruit tasting |
| Educational Visits, Visitors & Themed Assemblies/ Weeks | Toys of the past workshop | Walk around the local area | Brooklands Museum | Wilderness Garden | Dinosaur workshop | |
| CURRICULUM | | | | | | |
| English key text/s | All about me Lost in a Toy Museum Traction Man | Three Billy Goats Gruff Goldilocks and the Three Bears | Emma Jane's Airplane Non-fiction | Beegu Whatever Next! | Stomp, Dinosaur, Stomp Poetry Dinosaur non-fiction Katie and the dinosaurs | Grandad's Island Jamaican non-fiction writing Poetry |
| Additional reading texts (Guided/Echo/ Pleasure) | Dogger Toys in Space Toys around the world The Wooden Camel | Cinderella | Rosie Revere Engineer Amelia Little people Big dreams The Airport book | The Extraordinary life of Katherine Johnson Look up Astro Girl | If I had a dinosaur Tyrannosaurus drip Harry and his bucket full of dinosaurs | Gregory Cool Fruits: A Caribbean Counting poem |
| Significant people | Pixar | Traditional characters: good vs bad | The Wright Brothers/ Bessie Coleman/Amelia Earhart | Mae C Jemison/Neil Armstrong | Mary Anning | Valerie Bloom/Usain Bolt |
| History | Toys: Changes through generations | | Study of the first flight | Space travel | Dinosaur planet | |
| Geography | | Local area | | | | Place knowledge Comparing island features |
| Art & DT | Design and make a peg doll/Line work | Andy Goldsworthy | Design and make a rocket | Cubism / Design and create a packed lunch for Baby Bear | Making fossils | Fruit kebabs |
| Maths | Y1 Math Mastery/White Rose | | | | | |
| Science | <p>WORKING SCIENTIFICALLY</p> <p>During Year 1 children will be taught to use the following practical science methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions | | | | | |
| | Seasonal change: <ul style="list-style-type: none"> Introduction to the four seasons Weather Autumn | Everyday materials: <ul style="list-style-type: none"> Identifying materials objects vs materials Describing materials Waterproof Sorting Materials Where do materials come from? Should we wrap presents? | Animals including humans: <ul style="list-style-type: none"> Parts of the body Senses Birds body parts Seasonal change: <ul style="list-style-type: none"> Winter | Animals including humans: <ul style="list-style-type: none"> Fish Mammals Amphibians and reptiles Diets Pets - evolution Seasonal Change: <ul style="list-style-type: none"> Spring – Wilderness Walk | Plants: <ul style="list-style-type: none"> Parts of a flower Fruit and vegetable plants Spring flowers | Plants: <ul style="list-style-type: none"> Parts of a tree Identifying trees Deciduous and evergreen Seasonal change: <ul style="list-style-type: none"> Summer Recap of the four seasons |



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| RE | Who is a saint?/ Judaism | Judaism/ Christmas | Parables | Ten Commandments /Easter | Hinduism | The Lord's prayer |
| RSHE | Myself and others | Feelings | Body Parts/ Keeping Clean/ Road Safety | Family | Friendship | Choices |
| Computing | Online Safety | Digital skills and Media | E-Safety | Digital skills and Media | E-Safety | Coding |
| Music | <u>Pitch-Matching</u> Developing the singing voice & singing with confidence. | <u>Phrase Length</u> Cultivating a controlled, unbroken singing sound using one breath per melodic phrase. | <u>Pulse</u> Feeling, recognising & performing a steady pulse | <u>Dynamics</u> Distinguishing louder & quieter: <i>forte & piano, crescendo & diminuendo.</i> | <u>Tempo: Faster & Slower:</u> Feeling the pulse internally. Making the pulse conscious. <i>Accelerando & rallentando</i> | <u>Pitch: Melodic shape:</u> Moving down, moving up, and staying on the same note. |
| PE | Games/Dance/Gym | | | | | |