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| Curriculum Overview Year One 2019-20 | | | | | | | | |
| Subject | Autumn Term1  *(7 ½ weeks)*  THEME: SPEKE | Autumn Term 2  *(7 weeks)*  THEME: LIVERPOOL | Spring Term 1  *(6 weeks)*  THEME: INVENTORS | | Spring Term 2  *(6 weeks)*  THEME: COUNTRYSIDE | Summer Term 1  *(5 weeks)*  THEME: AFRICA | Summer Term 2  *(7 weeks)*  THEME: TOYS | |
| **English**  *Focused weekly ORT Days on-going throughout Autumn*  *Written recounts of personal experiences*  *ongoing throughout Y1 (News books)* | Class Author, Eric Carle: The Very Busy Spider *(1 ½ wks)*  Labels & captions *(1 wk)*  Stories with Familiar Settings: Little Charlie  *(3 wks)*  Poetry: Using the Senses *(2 wks)* | Traditional stories: The Three Little Pigs  *(4 wks)*  Recounts: Harvey Slumfenberger  *(3 wks)* | Poetry: Pattern and rhyme (Brown Bear, Brown Bear) *(2 wks)*  ORT week: Dragon Dance *(1 wk)*  Information Texts: Famous Inventors *(3 wks)* | | ORT week: The Scarf *(1 wk)*  Class Author, Eric Carle: The Very Hungry Caterpillar *(2 wks)*  Instructions *(2 wks)* | Stories from a Range of Cultures: Handa’s Surprise *(2 wks)*  Information Texts: Animals *(3 wks)*  ORT week: The Magic Paintbrush *(1 wk)* | Stories with a Fantasy Setting: The Gruffalo  *(3 wks)*  ORT week: Please Do Not Sneeze *(1 wk)*  Poetry: Poems on a theme *(2 wks)* | |
| Class Author - Eric Carle | | | | | | | | |
| **Mathematics**  *Basic skills (number/4 operations/*  *shape) ongoing throughout the year – Numbers Count* | Number & Place Value | Addition & Subtraction | Multiplication & Division /  Fractions | | Measurement | Properties of Shape /  Position & Direction | Consolidation | |
| **Science**  *Seasons & weather*  *ongoing throughout Y1 – mini topic each season.* | Ourselves/The Five Senses  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Everyday Materials  Distinguishing between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, metal, plastic, glass, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. | | | Plants  Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants including trees. | Animals  Identify and name a variety of common animals including: fish, amphibian, birds, reptiles and mammals.  Identify and name common animals that are carnivores, herbivores and omnivores.  Describe and compare the structure of a variety of common animals (fish, amphibians, birds and mammals including pets). | Seasonal Changes  (Summary of ongoing topic)  Observe changes across the four seasons  Observe and describe the weather associated with the seasons and how day length varies. | |
| **History** |  | How has Liverpool changed in my family’s history?  (Local history)  Personal memories.  Change in Liverpool within living memory. Famous people and places in Speke/Liverpool (e.g. The Beatles) | How have inventors changed the world?  (Famous people and events) Famous inventors:   * George Stevenson (Steam engine – local link) * Alexander Graham-Bell (telephone) * Thomas Edison (electric lightbulb)   Timeline of key inventors. |  | |  | How are my grandparent’s toys different to mine?  Comparing Victorian/grandparents’  /parents’/computerised modern toys. Timeline of toys. | |
| **Geography** | What is it like to live in Speke?  (Our local area)  Use maps, atlases and globes to identify the UK and its countries.  Use geographical vocabulary.  Use/draw simple picture maps (e.g. route to school).  Use simple field work and observational skills to study the geography of the school and its grounds, and the key human and physical features of its surrounding environment (Speke). |  |  | | Where would you rather live – the city or the countryside?  (Contrasting area in UK)  Understanding geographical similarities and differences through studying the human and physical geography of a small contrasting area of the UK. Use geographical vocabulary. Use maps, atlases and globes. | Where would you rather live – the UK or Africa? (Contrasting non-European area)  Understanding geographical similarities and differences through studying the human and physical geography of a small contrasting area of a non-European country. Use geographical vocabulary. Use maps, atlases and globes |  | |
| **Art and Design (linked to Topic)** | Self-portraits | Observational drawing (e.g. Buildings/ Speke Hall) | Designs/  Sketches (Inventions) | | Observational drawings and paintings (e.g. plants, fruit, countryside landscapes) | African art (e.g. sunset landscapes, masks) | Simple puppet designs (Toys/DT link) | |
| **Art and Design (core)** | Drawing  (Art Week) | Painting  (Art Week) | Printing  (Art Week) | | Sculpture: British Values  (Art Day) | Art through topic^ | Collage  (Art Week) | |
| **Design and Technology** | Structures: Construction Sets  Use construction kits to make walls, towers and frameworks  (Geography link – buildings/  landmarks) | Structures: Freestanding Structures  ***Projects on a page***  Make a new house for the Three Little Pigs  (Science link – Materials) | Mechanisms: Sliders & Levers  ***Projects on a page*** Make a moving steam train picture  (History link – George Stephenson) | | Food: Preparing Fruit & Vegetables  ***Projects on a page***  Make salads  (Science link – plants that grow food) |  | Textiles: Templates & Joining Techniques  ***Projects on a page***  Make simple puppets (History link – Toys) | |
| **Computing**  *E-safety ongoing throughout year* | Basic skills  Using keyboard/ mouse, logging on and basic e-safety.  Draw digital self-portraits (Revelation Natural Art) | Create & Share Digital Artefacts  Create images/ collages, e.g. of Liverpool buildings  (Paint / Pic Collage / Photo Story?) | Coding, Robotics & Gaming  Play and control games (BeeBots, Code-a-pillars) | | Collecting, Exploring & Recording Data  Create simple pictograms, block graphs and bar charts, e.g. favourite fruit (Purple Mash/ 2Graph) | Produce, Edit & Publish Media  Create digital books about animals (Book Creator/ Photo Speak) | Problem-Solving & Real-World Tech  Create computer games – Toys link (2DIY/Purple Mash) | |
| **Music** | Topic link: People in Speke (Paul McCartney)  Percussion | Topic link: Famous musicians from Liverpool (e.g. The Beatles, Gerry & the Pacemakers)  Charanga: In the Groove | Charanga: Rhythm in the Way We Walk & The Banana Rap | | Topic link: Country dances | Topic link: African Music/Drumming | Charanga: Round and Round (glockenspiels) | |
| Weekly Key Stage Singing (Obj: use their voices expressively and creatively by singing songs and speaking chants and rhymes/performance) | | | | | | | | |
| **French** | Colours, numbers, greetings, body parts & animals (‘Ours Polaire’) | Colours, toys, transport & Christmas songs | Farm animals | | Fruit/food & clothes | Animals (revisit), actions/verbs, fruit (revisit), ‘The Gruffalo’ in French | Consolidation & ‘The Little Red Hen’ in French | |
| **P.E.** | Team Games | Invasion Games | Gymnastics | Dance | | Net & Wall Games | Athletics | |
| Suggested visits, visitors and outdoor learning | Local walk to All Saints Church | Visit to Speke Hall | Inventors’ workshop | | Explore school grounds/local area  Make contact with a rural school (Pen Pals) | African dancers/  drummers visit TBC | | Educational visit:  Martin Mere / Croxteth Park Farm (Contrasting environment – widening horizons) |