

## Year 1 Curriculum

Autumn	Spring	Summer
Victorian Toyshop and Study of Our Local Environment	What is it like in the Arctic? The history of the Beatles	The history of Christopher Columbus. The seaside.
<b>As historians we will....</b>		
<p><b>Know and understand:</b>            Know the difference between Victorian and modern day toys including what they were made of and why – no electronic toys.            Know what life was like for Victorian children comparing rich and poor.</p>	<p><b>Know and understand:</b>            The names of The Beatles.            Name and sing several Beatles songs.            Research and know several facts about The Beatles.            Talk about favourite Beatles songs.</p>	<p><b>Know and understand:</b>            The date Christopher Columbus travelled.            Why he went on his voyage.            What he discovered.            Where he went.</p>
<ul style="list-style-type: none"> <li>• study toys from the Victorian Era and compare to modern toys</li> <li>• sequence simple pictures within their own experience</li> <li>• begin to understand historical concepts such as continuity and change, similarity and difference</li> <li>• begin to use appropriate terminology such as past, then and now</li> <li>• compare historical periods (Victorian Times) using terms 'then' and 'now' and identify changes within the different time periods</li> </ul>	<ul style="list-style-type: none"> <li>• begin to use appropriate terminology such as past, then and now</li> <li>• compare historical periods using the terms 'then' and 'now' and identify changes within these different time periods</li> <li>• obtain ideas about the past from pictures and other sources</li> <li>• be able to ask questions about sources</li> <li>• communicate understanding in simple language</li> <li>• write simple sentences and describe an event or period of time</li> </ul> <p><b><i>This topic links with English ,</i></b></p>	<ul style="list-style-type: none"> <li>• begin to use appropriate terminology such as past, then and now.</li> <li>• obtain ideas about the past from pictures and other sources.</li> <li>• give simple explanations of consequences to actions from an individual person.</li> <li>• know and recount stories from the past.</li> <li>• write simple sentences and describe an event or period of time</li> </ul> <p><b><i>This topic links with English and mathematics.</i></b></p>

<ul style="list-style-type: none"> <li>• obtain ideas about the past from pictures, artefacts and other sources</li> <li>• be able to ask questions about sources</li> <li>• communicate understanding in simple language</li> <li>• write simple sentences and describe an event or period of time</li> </ul> <p><b><i>This topic links with English and mathematics.</i></b></p>	<p><b><i>mathematics and music</i></b></p>	
<p><b>As geographers we will....</b></p>		
<p><b>Know and understand:</b> Where the local park is and its environment. Where our school and homes are on a map of Liverpool. Where the countries in the UK are.</p>	<p><b>Know and understand:</b> Where the Arctic (cold country) is on a map of the world. What the weather is like in the Arctic. Daily life of people in the Arctic. Know where the Equator (hot) is on a map of the world. What the weather is like on the Equator and how this compares to the Arctic.</p>	<p><b>Know and understand:</b> Where the seaside is and what the environment looks like. Name coastal features.</p>
<ul style="list-style-type: none"> <li>• study the human and physical geography of our area</li> <li>• use basic geographical vocabulary to refer to key physical features and human features</li> <li>• name and locate the four countries of the United Kingdom</li> <li>• use simple fieldwork to study our local area</li> </ul>	<ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of an area outside the UK.</li> <li>• use basic geographical vocabulary to refer to key physical features and human features</li> <li>• begin to locate hot and cold areas of the world in relation to</li> </ul>	<ul style="list-style-type: none"> <li>• understand the physical geography of a small area within the UK.</li> <li>• identify seasonal and daily weather patterns in the UK.</li> <li>• use simple fieldwork and observational skills to study the human and physical geography of a local environment</li> <li>• identify features using geographical terminology</li> </ul> <p><b><i>This topic links with mathematics.</i></b></p>

<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul>	<p>the equator and the North and South pole</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul> <p><i>This topic links with <b>English</b>.</i></p>	
<p><b>As artists we will ....</b></p>		
<p><b>Know and understand:</b> How to paint still life – pictures of toys. How to draw maps.</p>	<p><b>Know and understand:</b> How to draw 60s fashion. How to use collage to represent landscape – Arctic.</p>	<p><b>Know and understand:</b> How to paint and image of Columbus’s ship. How to use collage to represent landscape – the seaside.</p>
<ul style="list-style-type: none"> <li>• sort according to different qualities eg warm or cold colours</li> <li>• explore mark-making using thick brushes, foam and sponges</li> <li>• investigate tone by drawing dark / light lines, patterns and shapes</li> <li>• use lines to represent objects that we see, remember or imagine</li> <li>• become aware of form, feel, texture, pattern and weight</li> </ul>	<ul style="list-style-type: none"> <li>• sort according to different qualities e.g. warm, cold colours.</li> <li>• explore mark-making using thick brushes, foam and sponges</li> <li>• investigate tone by drawing dark/light lines, patterns and shapes</li> <li>• use lines to represent objects that we see, remember or imagine</li> <li>• sort, collect, discuss and pull apart cloths and threads</li> </ul>	<ul style="list-style-type: none"> <li>• be able to repeat patterns, random or organised, with a range of blocks</li> <li>• explore mark-making using thick brushes, foam and sponges</li> <li>• investigate tone by drawing dark/light lines, patterns and shapes</li> <li>• use lines to represent objects that we see, remember or imagine</li> </ul>
<p><b>As designers we will ....</b></p>		
<p><b>Know and understand:</b> Make and design a Victorian toy out of card.</p>	<p><b>Know and understand:</b> Create a tie-dye t-shirt</p>	<p><b>Know and understand:</b> Explore, design, make and evaluate a beach hut.</p>

- draw on our own experience to help generate idea
- make our design using appropriate techniques
- with help, measure, mark out, cut and shape a range of material
- suggest ideas and explain what they are going to do
- identify a target group for what they are going to design and make
- model their ideas in card and paper

***This topic links with **mathematics**.***

- draw in their own experience to help generate ideas
- know basic food hygienic practices
- make our design using appropriate techniques
- with help, measure, mark out, cut and shape a range of materials
- evaluate our product by discussing how well it works in relation to purpose
- evaluate their products as they are developed, identifying strengths and possible changes they might make
- evaluate their product by asking questions about what they have made and how they have gone about it

***This topic links with **mathematics**.***

- draw in our own experiences to help generate ideas
- research our designs and apply our findings
- measure, mark out and cut a range of materials
- use a range of tools to assemble and combine materials and components
- evaluate our product by discussing how well it works in relation to purpose
- select and use appropriately fruit and vegetables, processes and tools
- use simple finishing techniques to improve the appearance of their product
- begin to understand that all food comes from plants and animals
- know how to name and sort foods into five food groups in the Eatwell Plate
- know basic food handling, hygienic practices and personal hygiene

***This topic links with **mathematics**.***

Autumn	Spring	Summer
<b>As musicians we will ....</b>		
<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> </ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• identify simple repeated patterns and follow musical instructions</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• create and choose sounds</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> </ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• identify simple repeated patterns and follow musical instructions</li> <li>• listen to short simple pieces of music and talk about when and why they may hear it, such as a lullaby</li> </ul>	<p><b>Controlling Sounds through Singing and Playing</b></p> <ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• sing with the sense of the shape of the melody</li> <li>• create and choose sounds</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• think about others when performing</li> </ul> <p><b>Creating and Developing Musical Ideas</b></p> <ul style="list-style-type: none"> <li>• repeat short rhythmic and melodic patterns</li> <li>• know about and explore sounds</li> <li>• recognise and explore how sounds can be organised</li> <li>• choose carefully and order sounds within simple structures such as beginning, middle, end and in response to given starting points</li> </ul> <p><b>Responding and Reviewing</b></p> <ul style="list-style-type: none"> <li>• respond to different moods in music and recognise changes in sound</li> </ul>

		<ul style="list-style-type: none"> <li>• identify what improvements could be made to work and make changes, including altering use of voice, playing of and choice of instrument</li> </ul> <p><b>Learning, and Applying Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• identify simple repeated patterns and follow musical instructions</li> <li>• understand how the musical elements can be used to create different moods and effects</li> <li>• represent sounds with simple symbols, including shapes and marks</li> <li>• listen to short simple pieces of music and talk about when and why they may hear it, such as a lullaby</li> </ul>
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**During P.E. we will develop ....**

<p><b>Fundamental skills</b></p> <ul style="list-style-type: none"> <li>• running, jumping, balancing, throwing and catching</li> </ul> <p><b>Benchball</b></p> <ul style="list-style-type: none"> <li>• throwing and catching a ball with a partner</li> <li>• moving fluently by changing direction and speed easily and avoiding collisions</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• exploring gymnastics and still movement</li> <li>• moving safely and with confidence</li> <li>• knowing how to carry and place equipment</li> <li>• watching, copying and describing what others have done</li> </ul>	<p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>• moving fluently by changing direction and speed easily and avoiding collisions</li> <li>• showing control and accuracy with the basic actions for striking a ball</li> <li>• choosing and using skills effectively for particular games, understand the</li> </ul>
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<ul style="list-style-type: none"> <li>• showing control and accuracy with the basic actions for rolling, underarm throwing</li> <li>• choosing and using skills effectively for particular games, understand the concepts of aiming, hitting into space</li> <li>• taking the ball to a good position for aiming, use skills in different ways in different games</li> <li>• trying to win by changing the way they use skills in response to our opponent's actions</li> </ul>	<ul style="list-style-type: none"> <li>• performing movement phrases using a range of body parts and actions</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• exploring movements</li> <li>• moving confidently and safely</li> <li>• performing phrases</li> <li>• recognising how our body feels after exercise</li> <li>• discussing dance ideas</li> </ul>	<p>concepts of aiming, hitting into space</p> <ul style="list-style-type: none"> <li>• taking the ball to a good position for aiming, use skills in different ways in different games</li> <li>• trying to win by changing the way they use skills in response to their opponent's actions</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• running at different speeds</li> <li>• jumping from a standing position</li> <li>• performing a variety of throws with basic control</li> <li>• using equipment safely</li> </ul>
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**During Computing we will ....**

<p><b>Computer detective 1</b> The Mouse.</p> <ul style="list-style-type: none"> <li>• <b>IT</b> - be learning how each individual part of the computer works and how to control it properly</li> <li>• <b>IT</b> – be focusing on the mouse we will be using games to improve their control.</li> <li>• <b>DL</b> - be using the games responsibly and as we are online,</li> </ul>	<p><b>Kodable</b> Simple coding, instructions.</p> <ul style="list-style-type: none"> <li>• <b>CS</b> – understand what algorithms are; how they are implemented as programs through Kodable</li> <li>• <b>CS</b> – create and debug simple programs.</li> <li>• <b>DL</b> – be learning how to keep our personal information safe online as we will have our own logins to save progress.</li> </ul>	<p><b>GarageBand</b> Creating your own song</p> <ul style="list-style-type: none"> <li>• <b>DL</b> – be learning about how music technicians work and how they compose and create music using technology.</li> <li>• <b>IT</b> - learn how to save our music on the iPads and how it is stored.</li> </ul> <p><b><i>This topic links with music.</i></b></p> <p><b>Animation</b> The seasons.</p>
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<p>we will be gaining responsibility for our online safety.</p> <p><b><i>This links in with PE and gaining the use of fine motor skills.</i></b></p> <p><b>Computer detective 2</b> The Keyboard.</p> <ul style="list-style-type: none"> <li>• <b>IT</b> – be moving our focus to the keyboard this half term.</li> <li>• <b>DL</b> –_through various games, be becoming more familiar as to where each letter is on the keyboard.</li> <li>• <b>DL</b> - will be using the games responsibly and as we are online, will be gaining responsibility for our online safety</li> </ul> <p><b><i>This has links to English.</i></b></p>	<p><b>Photography</b> The world around us.</p> <ul style="list-style-type: none"> <li>• <b>IT</b> – be learning how to save our work using devices such as iPads and tablets in our own individual folder.</li> <li>• <b>IT</b> – be learning how to use the computer to create a collage of our pictures.</li> </ul> <p><b><i>This topic links with art and design technology.</i></b></p>	<ul style="list-style-type: none"> <li>• <b>DL</b> – be learning how simple animations are made and how this is used in the movie industry.</li> <li>• <b>IT</b> – be learning how animation works by animating inanimate objects.</li> </ul> <p><b><i>This topic links with geography and design technology.</i></b></p>
<p><b>During PSHE we will begin to know and understand....</b></p>		
<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• what is meant by a healthy lifestyle</li> <li>• how to maintain physical, mental and emotional health and wellbeing</li> <li>• how to manage risks to physical and emotional health and wellbeing</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• how to develop and maintain a variety of healthy relationships, within a range of social / cultural contexts</li> <li>• how to recognise and manage emotions within a range of relationships</li> </ul>	<p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• about respect for self and others and the importance of responsible behaviours and actions</li> <li>• about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>• about different groups and communities</li> </ul>



<ul style="list-style-type: none"> <li>• ways of keeping physically and emotionally safe</li> <li>• about managing change, including transition and loss</li> <li>• how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>• how to respond in an emergency</li> <li>• to identify different influences on health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>• how to respond to risky or negative relationships and ask for help</li> <li>• how to respect equality and diversity in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• to respect equality and to be a productive member of a diverse community</li> <li>• about the importance of respecting and protecting the environment</li> <li>• about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>• how money plays an important part in people's lives</li> <li>• a basic understanding of enterprise</li> </ul>
<p><b>During R.E. we will begin to know and understand....</b></p>		
<ul style="list-style-type: none"> <li>• what people believe...about the natural world</li> <li>• what we believe about God and the world</li> <li>• what these stories tell us about peoples' belief in God</li> <li>• what do Christians believe about Jesus - He is God's gift to us</li> <li>• why the gifts given to the baby special</li> <li>• who I would you give a gift to, what would it be and why</li> </ul> <p><b><i>This topic links with English.</i></b></p>	<ul style="list-style-type: none"> <li>• that what people believe affects their worship</li> </ul> <p><b>Prayer</b></p> <ul style="list-style-type: none"> <li>• what prayer is</li> <li>• how people pray</li> <li>• what people use to help them pray</li> <li>• why do people pray</li> </ul> <p><b>Easter story</b></p> <ul style="list-style-type: none"> <li>• why we celebrate Palm Sunday</li> <li>• why have Easter eggs and what they symbolise</li> </ul> <p><b><i>This topic links with English.</i></b></p>	<ul style="list-style-type: none"> <li>• how what people believe affects their behaviour</li> </ul> <p><b>Belonging</b></p> <ul style="list-style-type: none"> <li>• who we belong to</li> <li>• what we belong to</li> <li>• why we need rules of belonging</li> <li>• why do people have special ceremonies of belonging</li> </ul> <p><b><i>This topic links with English.</i></b></p>

Autumn	Spring	Summer
<b>As scientists we will ...</b>		
<p><b>My Body:</b></p> <ul style="list-style-type: none"> <li>• be able to identify, name and label body parts</li> <li>• explore what parts of our bodies we use for different activities</li> <li>• find out about the five senses, in particular the sense of sight</li> <li>• explore the sense of touch</li> <li>• explore the sense of smell</li> <li>• explore the sense of taste</li> <li>• explore the sense of sound</li> </ul> <p><b>Identifying Animals:</b></p> <ul style="list-style-type: none"> <li>• be able to identify and name a variety of common animals</li> <li>• be able to identify and name a variety of common UK mammals</li> <li>• be able to identify and compare a variety of common UK birds and reptiles</li> <li>• be able to identify and compare a variety of common UK fish and amphibians</li> </ul>	<p><b>Identifying Animals:</b></p> <ul style="list-style-type: none"> <li>• be able to identify and sort carnivores, herbivores and omnivores</li> <li>• be able to take care of animals</li> <li>• collect data about animals and answer questions</li> </ul> <p><b>Everyday Materials:</b></p> <ul style="list-style-type: none"> <li>• be able to identify a variety of common materials</li> <li>• be able to distinguish between an object and the material from which it is made</li> <li>• be able to describe materials according to their properties</li> <li>• be able to describe why some materials suit certain objects better than others</li> <li>• carry out an experiment to find out which materials are waterproof</li> <li>• recap what we have learnt about everyday materials</li> </ul>	<p><b>Identifying Plants:</b></p> <ul style="list-style-type: none"> <li>• find out what a plant is</li> <li>• identify and describe garden plants</li> <li>• identify and describe wild plants</li> <li>• identify and describe a range of trees</li> <li>• identify the different parts of a plant make observations of growing plants</li> </ul> <p><b>Seasonal Changes:</b></p> <ul style="list-style-type: none"> <li>• find out about different seasons and how to describe them</li> <li>• find out about the seasons and how they are different</li> <li>• find out about how animals are affected by the seasons</li> <li>• find out about how humans are affected by the seasons</li> <li>• find out about the day length is affected by the seasons</li> <li>• investigate the weather during the seasons</li> </ul> <p><b><i>These topics are linked to <b>English</b> and <b>mathematics</b>.</i></b></p>

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