

Padnell Infant School - Year 1 Curriculum Overview

Year 1 2024/25	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My local area	Harvest	Fire Fire	Go wild in Africa	Turrets and Tiaras	Space	Splish, splash, splosh
<b>English Topic text drivers</b>	You Choose  Marvellous me : Inside and out	Little Red Hen	The Rabbit that Stole the Fire Firework Poem	Tinga Tinga Tales The Ugly Five	Jack and the Beanstalk	The man on the moon	Flotsom Commotion in the Ocean
<b>Science</b>	Longitudinal study - Seasonal Changes Human Body – Senses		Animals including humans Everyday Materials	Animals	Plants	Everyday Materials	Longitudinal study - Seasonal Changes Animals
<b>History</b>	Transport				Castles	Space Exploration	
<b>Geography</b>	Human and Physical features Local area study		Locational knowledge Geographical skills and fieldwork	Place knowledge Human and physical Geography			Human and physical Geography
<b>Art</b>			Journey Artist - Henri Matisse ICT link		Journey- Artist- Paul Klee		Journey Artist- David Wiesner Jason Scarpace
<b>DT</b>	House (Junk Modelling)			Fruit Salad (Food)		Space Buggies (Mechanisms)	
<b>Computing</b>	Online safety Computing Skills		Online safety Paint Art	Online safety Word Processing	Online safety Programming Toys	Online safety Digital Programming	Online safety Using and applying
<b>R.E.</b>		Thanking Christian	Story Telling Christian	Remembering Hindu	Creation Christian	Special Hindu	Symbol Hindu
<b>Music</b>	The Three Bears		As cold as Ice	African drums	The Castle	The Man on the Moon	Jolly Roger
<b>PE</b>	Real PE – Unit 1 (Personal) Teacher led – Team Games		Real PE – Unit 2 (Social) Coach Led – Ball skills - basic movements, throwing, catching	Real PE – Unit 3 (Cognitive) Coach Led – Gym -basic movements agility and coordination	Real PE – Unit 4 (Creative) Teacher led – Dance -simple movement patterns	Real PE – Unit 5 (Physical) Coach Led– Team Games- using simple tactics	Real PE – Unit 6 (Health and Fitness) Teacher led – Dance -simple movement
<b>PSHE and safeguarding</b>	Me and my relationships		Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing

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Year 1 2022/23	Autumn 1 Journeys	Autumn 2 Fire, Fire	Spring 1 Go wild in Africa	Spring 2 Turrets and Tiaras	Summer 1 Space	Summer 2 Splish, splash, splosh
<p><b>Science</b></p>	<p><b>Seasonal Changes (Longitudinal study)</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Working Scientifically</b> - Asking simple questions and recognising that they can be answered in different ways</p>	<p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> </ul> <p><b>Working Scientifically</b> - Gathering and recording data to help in answering questions</p>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (Focus: birds, mammals)</li> <li>Identify and name a variety of common animals (Focus: birds and mammals)</li> </ul> <p><b>Working Scientifically</b> - Identifying and classifying</p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> </ul> <p><b>Working Scientifically</b> - Observing closely, using simple equipment.</p>	<p><b>Forces (Hampshire Key idea)</b></p> <ul style="list-style-type: none"> <li>Things can move in different ways.</li> </ul> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Working Scientifically</b> - Using their observations and ideas to suggest answers to questions</p>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Describe and compare the structure of a variety of common animals (Focus: fish, amphibians, reptiles)</li> <li>Identify and name a variety of common animals (Focus: fish, amphibians and reptiles)</li> </ul> <p><b>Longitudinal study:</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Working Scientifically</b> - performing simple tests</p>
<p><b>Forest School</b></p>	<p>Teach</p> <ul style="list-style-type: none"> <li><b>Animals</b> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Local environment throughout the year to explore and answer questions about animals in their habitat, understand how to take care of animals)</li> <li><b>Plants</b> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat – observe growth of flowers and veg they planted)</li> </ul>					
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>Changes within living memory that are used to reveal aspects of change in national life.</li> </ul>			<ul style="list-style-type: none"> <li>Significant historical place in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>Lives of significant individuals in the past who have contributed to international achievements. (Compare Neil Armstrong and Tim Peaks)</li> <li>Significant historical person in own locality</li> </ul>	
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>Use basic Geographical vocabulary to refer to <ul style="list-style-type: none"> <li>key physical features (season and weather, hill)</li> <li>key human features (town, house, shop, factory, office)</li> </ul> </li> <li>Use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>To use directional language to describe the location of features and routes on a map.</li> </ul>	<ul style="list-style-type: none"> <li>Name locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Local area and area in Africa)</li> <li>Use basic Geographical vocabulary to refer to <ul style="list-style-type: none"> <li>key physical features (season, weather, mountain)</li> <li>key human features (village, town and farm)</li> </ul> </li> <li>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 North and South Poles.</li> <li>Use world maps, atlases and globes to identify countries, continents studied at this key stage.</li> <li>Name and locate the world's seven continents.</li> </ul>			<ul style="list-style-type: none"> <li>Name and locate the world's five Oceans.</li> <li>Use basic Geographical vocabulary to refer to <ul style="list-style-type: none"> <li>key physical features (season and weather, sea, ocean, cliff, beach and coast)</li> <li>key human features (harbour, city and port)</li> </ul> </li> <li>Use world maps, atlases and globes to identify oceans studied at this key stage.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>
<p><b>Forest School</b></p>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Use fieldwork and observational skills to study the geography of their school and its grounds. (Human and physical features)</li> </ul>					

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<b>Art</b>		<ul style="list-style-type: none"> <li>About the work of an artist, describing the difference and similarities between different practices and disciplines.</li> <li>To use drawing, printing and art in ICT to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using shape and line.</li> </ul>		<ul style="list-style-type: none"> <li>About the work of an artist, making links to their own work.</li> <li>To use drawing and collage to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques using colour, shape.</li> </ul>		<ul style="list-style-type: none"> <li>About the work of an artist, making links to their own work.</li> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, texture, pattern, form and space.</li> </ul>
<b>DT</b>	<ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Design purposeful, appealing products for themselves and other users based on design criteria.</li> <li>To generate and communicate their ideas through talking and drawing.</li> <li>Select from and use a range of tools and equipment to perform practical tasks. (Joining)</li> <li>To use construction materials according to their characteristics.</li> <li>To evaluate their ideas and product ideas against design criteria.</li> </ul>		<ul style="list-style-type: none"> <li>Understand where food comes from.</li> <li>Design purposeful, appealing products for themselves based on design criteria.</li> <li>Select from and use a wide range of ingredients according to their characteristics.</li> <li>Evaluate their ideas and products against Design Criteria.</li> <li>To generate and communicate their ideas through drawing and talking.</li> </ul>		<ul style="list-style-type: none"> <li>To explore and evaluate a range of existing products.</li> <li>Design purposeful and functional products for themselves and other users based on design criteria.</li> <li>To use construction materials according to their characteristics.</li> <li>To generate and communicate their ideas through talking and drawing.</li> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Explore and use mechanisms in their products (Wheels and axles)</li> <li>Evaluate their ideas and products against Design Criteria.</li> </ul>	
<b>Forest School</b>	<ul style="list-style-type: none"> <li>Identify where food comes from.</li> <li>Use a range of tools and equipment to perform practical tasks.</li> </ul>					
<b>Computing</b>	E-safety	To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.				
	Unit objectives	<ul style="list-style-type: none"> <li>To use technology purposefully to manipulate and retrieve.</li> <li>To recognise common uses of information technology beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>Where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> <li>To use technology purposefully to create and manipulate.</li> </ul>	<ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store, manipulate.</li> </ul>	<ul style="list-style-type: none"> <li>To know what algorithms are and how they are implemented as programmes on digital devices.</li> <li>To know about programs and how to execute them by following precise and unambiguous instructions.</li> <li>To use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<ul style="list-style-type: none"> <li>To know about programs and how to execute them by following precise and unambiguous instructions.</li> <li>To use logical reasoning to predict the behaviour of simple programs</li> <li>To create and debug simple programs.</li> </ul>
<b>R.E.</b>	<p>Taught using 'Living Difference IV' concept based inquiry cycle.</p> <p><b>Assessment</b></p> <p>What does concept mean to:</p> <p style="text-align: center;">- Them                      - Others                      -People who follow the tradition explored</p>					
<b>Music</b>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Experiment with, create, select and combine sounds using inter-relate dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality recorded music.</li> <li>Play un-tuned instruments musically.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Play un-tuned instruments musically.</li> </ul>	<ul style="list-style-type: none"> <li>Play un-tuned instruments musically.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned and un-tuned instruments musically</li> <li>Experiment with, create, select and combine sounds using inter-relate dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Master basic movements including balance, and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including jumping and landing as well as developing balance.</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including balance and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including co-ordination (ball skills – throwing and catching) and counter balance</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including coordination (throwing and catching) and agility</li> </ul>	<ul style="list-style-type: none"> <li>Master basic movements including agility (ball chasing) and static balance</li> </ul>

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	<ul style="list-style-type: none"> <li>Master basic movements including running, agility, throwing and catching.</li> </ul>		<ul style="list-style-type: none"> <li>Participate in team games developing simple tactics for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in competitive physical activities. (sports day/running)</li> <li>Perform dances using simple movement patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in team games developing simple tactics for attacking and defending</li> </ul>
<b>PSHE and Safeguarding</b>	Key aims for each unit mapped out in SCARF programme of study and Safeguarding Curriculum overview					