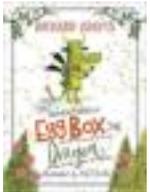
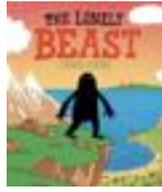


Year 1 curriculum

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Idea	<b>Who lives in a house like this?</b>	<b>What shall we use?</b>	<b>What makes you, you?</b>	<b>How can we travel?</b>	<b>We do like to be beside the sea-side</b>	<b>Who rules the sea?</b>
Core Texts	 Egg box dragon	 Halibut Jackson	 Wild	 The Lonely Beast	 The storm whale, How to Find Gold, The Lighthouse Keepers Lunch	
Suggested Progression of Themes	<ol style="list-style-type: none"> <li>1. Look at structure of a castle</li> <li>2. How houses have changed over time</li> <li>3. Write letter to the Queen</li> <li>4. Our Royal Family</li> <li>5. Write invitations to the garden party.</li> </ol> <p>PE Invasion games</p>	<ol style="list-style-type: none"> <li>1. What would be the best material to make ____?</li> <li>2. Make your own puppet</li> <li>3. Camouflage and waterproofing within materials.</li> <li>4. Drama Re-telling the Christmas Story</li> </ol> <p>Autumn Week</p> <p>PE Dance</p>	<ol style="list-style-type: none"> <li>1. Story telling</li> <li>2. Our School</li> <li>3. Around Tunbridge Wells</li> <li>4. Our bodies and how we move</li> <li>5. Getting in touch with nature and the world around us</li> <li>6. Charles Darwin studies</li> </ol> <p>Winter Week</p> <p>PE Gymnastics</p>	<ol style="list-style-type: none"> <li>1. Newspaper reports on Dragon in the area</li> <li>2. Journeys to school</li> <li>3. Making a form of transport</li> <li>4. Amelia Earhart and Amy Johnson as aviators</li> <li>5. Easter Story</li> </ol> <p>Spring Week</p> <p>PE Net and wall</p>	<ol style="list-style-type: none"> <li>1. How to make things</li> <li>2. Seaside over time</li> <li>3. Make a beach hut</li> <li>4. Grace Darling – Lighthouse Keepers daughter</li> </ol> <p>PE Striking and fielding</p>	<ol style="list-style-type: none"> <li>1. Adventure across the sea</li> <li>2. Directions</li> <li>3. Making maps</li> <li>4. Drama – pirates</li> <li>5. End of year changes - transition to Yr 2</li> </ol> <p>Summer Week</p> <p>PE Athletics</p>
Current affairs/wider world opportunities)	Different cultures/different homes	Sharing	How can we help in our local area?	Pollution Stereotypes	Taking care of beaches	Kindly citizens

Cross-Curricular Links	<p>English: Recounts, letters, labelling, sentence structure</p> <p>SPAG: Finger Spaces Capital Letters Full Stops Pronouns Nouns Adjectives Asking questions Past tense</p>	<p>English: Story writing, invitations sentence structure, firework poems</p> <p>SPAG: Capital letters Full Stops Verbs – ing 1<sup>st</sup> /3<sup>rd</sup> person Contractions</p>	<p>English: Story Writing, writing in role</p> <p>SPAG: Time openers Conjunctions 'un' prefix -ed endings Exclamation marks</p>	<p>English: Newspaper Reports, character descriptions, diaries, writing in role</p> <p>SPAG: Time openers Prepositions of place 'un' prefix Irregular past tense</p>	<p>English: Instructions, explanations</p> <p>SPAG: -ed endings -ing endings</p>	<p>English: Information Texts, recounts</p> <p>SPAG: Time Openers Prepositions Statements and Questions</p>
	<p>Science: Materials</p>	<p>Science: Materials Camouflage Autumn Week</p>	<p>Science: Parts of the Body  Winter Week</p>	<p>Science: Plants – parts of a plant Spring Week</p>	<p>Science: Plants – how plants grow</p>	<p>Science:  Animals  Summer Week</p>
	<p>History: Castles</p>	<p>History: Toys from the past  Remembrance day  Guy Fawkes</p>	<p>Geography: Our local area</p>	<p>History: Transport Amelia Earhart</p>	<p>Geography: Seaside Seas and Ocean</p>	<p>History: Seasides past and present Grace Darling</p>

	<p>Art:</p> <p>Colour – mixing and using colour</p> <p>Paul Klee – Castle</p>	<p>DT:</p> <p>Making puppets</p>	<p>DT:</p> <p>Making clay pots</p>	<p>Art:</p> <p>Sculpture Jean Arp/Andy Goldsworthy – shapes/natural sculptures</p>	<p>DT:</p> <p>Moving pictures- levers and sliders.</p>	<p>Art – Seurat - printing Seurat – Seascape</p>
	<p>PSHE:</p> <p>Rules</p> <p>Medal for each child</p>	<p>PSHE:</p> <p>Healthy Eating</p> <p>Shyness</p>	<p>PSHE:</p> <p>Health and Wellbeing</p>	<p>PSHE:</p> <p>Safety</p> <p>Road safety</p> <p>Online safety</p> <p>Zones of Regulation</p>	<p>PSHE:</p> <p>Feelings and relationship</p>	<p>PSHE:</p> <p>Gender</p>
	<p>RE: God - Who is God?</p>	<p>RE: Incarnation – Why does Christmas matter to Christians?</p>	<p>RE:</p> <p>Gospel – What is the good news Jesus brings?</p>	<p>RE:</p> <p>Salvation – Why does Easter matter to Christians?</p>	<p>RE:</p> <p>Judaism – Who is Jewish and what do they believe?</p>	<p>RE:</p> <p>Judaism – Who is Jewish and what do they believe?</p>
	<p>Music:</p> <p>Charanga – Freestyle unit ‘The Dragon song’</p>	<p>Music:</p> <p>Charanga –Y1 scheme Hey You</p>	<p>Music:</p> <p>Charanga –Y1 Scheme In the Groove</p>	<p>Music:</p> <p>Charanga – Y1 Scheme Round and Round</p>	<p>Music: Charanga – Freestyle Topic ‘Oceans, rivers and Seas’ On the Sea Shore</p>	<p>Music: Charanga – Y1 Scheme Reflect, Rewind and Replay</p>

	<p>Computing: Purple Mash -Unit 1.1 Online Safety &amp; Exploring (4 weeks) and Purple Mash - Unit 1.2 Grouping &amp; Sorting (2 weeks)</p>	<p>Computing: Purple Mash - Unit 1.3 Pictograms (3 weeks) and using paint tools to respond to key story (2 paint a castle)</p>	<p>Computing: Purple Mash - Unit 1.4 Lego Builders (3 Weeks) and Purple Mash - Unit 1.5 Maze Explorers (3 weeks)</p>	<p>Computing: Purple Mash - Unit 1.6 Animated Story Books (5 weeks)</p>	<p>Computing: Purple Mash - Unit 1.7 Coding (6 weeks)</p>	<p>Computing: Purple Mash -Unit 1.8 Spreadsheets (3 weeks) and Purple Mash -Unit 1.9 Technology outside school (2 weeks)</p>
	PE	PE	PE	PE	PE	PE
Skills	<p>Science: Sc1/3.1a distinguish between an object and the material from which it is made Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc1/3.1c describe the simple physical properties of a variety of everyday materials Sc1/3.1d compare and group together a variety of everyday</p>	<p>Science: Sc1/3.1a distinguish between an object and the material from which it is made Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc1/3.1c describe the simple physical properties of a variety of everyday materials Sc1/3.1d compare and group together a variety of everyday materials on the basis of</p>	<p>Science: Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Sc1/4.1a observe changes across the 4 seasons Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>	<p>Science: Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees Sc1/4.1a observe changes across the 4 seasons</p>	<p>Science: Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Science: Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and</p>

	<p>materials on the basis of their simple physical properties</p>	<p>their simple physical properties</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>		<p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>		<p>mammals including pets</p> <p>Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>
	<p>History:</p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p>	<p>History</p> <p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Geography:</p> <p>Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Geography:</p> <p>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom</p> <p>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</p>	<p>Geography:</p> <p>Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Geography:</p> <p>Ge1/1.3b use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea</p>	<p>History</p> <p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>

physical features of its surrounding environment.

Art:  
-Recognise and name primary and secondary colours  
-Mix primary colours to make secondary colours  
-Explore the relationship between mood and colour  
- Begin to control lines to create simple drawings from observations

DT:

DT:  
-Investigate a range of different materials and experiment with how they can be connected together to form simple structures  
-  
-Begin to form own 3D pieces  
Investigate clay - pinching, rolling, twisting, scratching and coiling

Art:  
- Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures  
- Look at sculptures by known artists and natural objects as starting points for own work  
Look at sculptures and try to recreate them using everyday objects/range of materials

DT  
-Understand about the simple working characteristics of materials and components  
-Understand about the movement of simple mechanisms including levers, sliders (Year 1)  
-Assemble, join and combine materials and components  
-Use simple fixing materials e.g. temporary – paper clips tape and

Art:  
-Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control  
- Develop controlled printing against outline /within cut out shapes

	<p>-Make marks using paint with a variety of tools (thick felt tip pens/chalks/charcoal/wax crayon/pastel)</p> <p>-Colour within the line</p>		<p>and add details and textures using tools</p>		<p>permanent – glue, staples</p>	
	<p>Music:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Music:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music performances</p> <p>Relationships - Begin to explore actions and</p>	<p>Music:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Music:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Music:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Music:</p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music.</p>

		<p>pathways with a partner.</p> <p>Performance- Begin to use counts within their performance.</p>				
	<p>PE:</p> <p>Sending &amp; Receiving - Explore S&amp;R with hands and feet to a partner.</p> <p>Dribbling - Explore Dribbling with hands and feet</p> <p>Attacking - Explore changing direction to move away from a partner.</p>	<p>PE:</p> <p>Actions - Copy, remember and repeat actions to represent a theme. Explore creating their own actions in relation to a theme.</p> <p>Dynamics – Explore varying speeds to represent an idea.</p> <p>Space - Explore pathways within their</p>	<p>PE:</p> <p>Shapes - Explore basic and still shapes straight, tuck, straddle, pike.</p> <p>Balances - Perform balances making their body tense, stretched and curled.</p> <p>Rolls - Explore barrel, straight and forward roll progressions.</p> <p>Jumps - Explore shape jumps including jumping off low apparatus</p>	<p>PE:</p> <p>Hitting - Explore hitting a dropped ball with a racket.</p> <p>Feeding - Throw a ball over a net to land into the court area.</p> <p>Rallying - Explore underarm rallying with a partner.</p>	<p>PE:</p> <p>Striking - Explore striking a ball with their hand and equipment.</p> <p>Fielding - Develop tracking and retrieving a ball for their team.</p> <p>Throwing - Explore technique when throwing over and underarm.</p> <p>Catching - Develop coordination and technique when catching.</p>	<p>PE:</p> <p>Running - Explore running at different speeds and over obstacles.</p> <p>Jumping - Develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing - Explore throwing for distance and accuracy.</p>

	<p>Space - Recognise good space when playing games.</p> <p>Defending - Explore tracking and move to stay with a partner</p>			<p>Footwork - Use the ready position to move towards a ball</p>		
<p>Experiences</p>	<p>Leeds Castle visit</p> <p>Knights and Princesses day</p> <p>Medieval re-enactment visitors – Meet a Knight and Lady</p>	<p>Puppeteer to visit school</p> <p>Remembrance – 2 minutes silence</p>	<p>Hargate Forest Visit</p> <p>Topic day – create your own 3D park</p> <p>STEM challenge – Make a slide</p> <p>Beeche Visit – Pond dipping</p> <p>Fireman visit</p>	<p>Complete traffic survey in local area</p> <p>Spring walk – around school grounds</p> <p>Topic day – Making vehicles (cars, hot air balloons and planes)</p>	<p>Seaside Day</p> <p>Growing a bean in a bag</p>	<p>Animal group visiting school</p> <p>Pirate day</p> <p>Hobgoblin Theatre Company – Treasure Island</p>

<p>Knowledge</p>	<p>I know what material an object is I can identify different materials I can describe the simple physical properties of a material I can compare and group materials.</p> <p>I can compare past and present homes To know how a castle is built Who works in a castle Who lives in castles now</p> <p>Creating a castle Abstract castle pictures with chalk and oil pastels</p> <p>PSHE To understand the rules of my new classroom and the school</p> <p>R.E. Who is God? Develop ideas of our understanding of God.</p>	<p>I know what material an object is I can identify different materials I can describe the simple physical properties of a material I can choose the best material for a given purpose Observe changes across the four seasons Describe weather across the four seasons</p> <p>Compare past and present toys – materials etc. Order toys from past to present Create own puppet</p> <p>Sketching old and new toys</p> <p>PSHE: Healthy Eating</p> <p>R.E. Why does Christmas matter to Christians? Re-tell the Christmas story To understand what Christians learn from the Christmas Story</p>	<p>I can identify, name, draw and label parts of the body I can say which part of the body is associated with which sense Observe changes across the four seasons Describe weather across the four seasons</p> <p>I can name and locate the four countries and capital cities of the UK To know what we need in our local area To give directions around our school To understand our school's history</p> <p>Andy Goldsworthy to choose natural resources to create a piece of art</p> <p>PSHE: To understand how to stay healthy</p> <p>R.E. What is the good news Jesus brings? To understand the message Jesus gives us through stories in the bible</p>	<p>Identify and name plants Find plants Label roots, stem, leaves and flower Observe changes across the four seasons Describe weather across the four seasons</p> <p>To know how we and others travel to school Research Amelia Earhart and Amy Johnson To know that these women were pioneers To understand these women did a lot for other women</p> <p>DT create different forms of transport</p> <p>PSHE: Road Safety Online Safety</p> <p>RE. Why does Easter matter to Christians? Re-tell the Easter story Understand the varying emotions throughout</p>	<p>Plant a seed and watch it grow Observe the developing structure of a plant</p> <p>To identify key geographical of a seaside – beach, cliff, coast, sea and cave To recognise differences in how people used the seaside in the past To learn about Grace Darling and the way she helped others.</p> <p>DT Create a beach hut Collaborative under the sea Art</p> <p>PSHE: Feelings and Relationship</p> <p>R.E. Judaism – who is Jewish and what do they believe? To learn about other cultures and their celebrations</p>	<p>To sort and classify types of animals Identify and name common animals Understand Carnivore, Omnivore and Herbivore Observe changes across the four seasons Describe weather across the four seasons Name and locate the worlds 7 continents and 5 oceans Know the seas surrounding the UK Famous Pirate Role of a pirate Difference between Pirate and smugglers</p> <p>Spoon Pirates Create a pirate map Me as a pirate</p> <p>PSHE: Gender</p> <p>R.E. Judaism – who is Jewish and what do they believe? To learn about other cultures and their celebrations</p>
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		Be part of a performance		Understand what Christians can learn from the Easter story		
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