

Year 1 Curriculum Planner



Year 1

Year 1 is the start of Key Stage 1 and National Curriculum. Pupils in Year 1 will start to move away from the Early Years Framework and move onto the traditional subject based approach of the National Curriculum. There is a strong focus on developing their independent learning and developing their early literacy skills. Pupils will continue their phonics learning and sit the government 'Phonics Screening Check' during the summer term of Year 1.

	Autumn Term		Spring Term		Summer Term	
English	<p><u>The See Saw</u> <i>Tom Percival</i> Own version narrative</p> <p><u>A Lighthouse Story</u> <i>Holly James</i> Non chronological report</p> <p><u>Beegu</u> <i>Alexis Deacon</i> Own version 'alien' narrative</p> <p><u>Astro Girl</u> <i>Ken Wilson-Max</i> Fact files about astronauts</p>		<p><u>Lost and Found</u> <i>Oliver Jeffers</i> Own version lost/finding narrative</p> <p><u>Naughty Bus</u> <i>Jan and Jerry Oke</i> Own adventure stories</p> <p><u>The Odd Egg</u> <i>Emily Gravett</i> Egg Spotters Guides (non-chronological reports)</p> <p><u>Stanley's Stick</u> <i>John Hegley & Neal Layton</i> Own version narratives</p>		<p><u>A bear called Paddington</u> <i>Michael Bond</i> Own 'London' narrative</p> <p><u>Yeti and The Bird</u> <i>Nadia Shireen</i> Own version narrative about friendship</p> <p><u>Iggy Peck, Architect</u> <i>Andrea Beatty & David Roberts</i> Own version 'alien' narrative</p> <p><u>Leo and the Octopus</u> <i>Isabelle Marinov</i> Fact file</p>	
Maths	<p>Number: Place value</p> <p>Number: Addition and subtraction</p> <p>Geometry: Shape</p>		<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> <p>Measurement: Length and height</p> <p>Measurement: Mass & Volume</p>		<p>Number: Multiplication and Division</p> <p>Number: Fractions</p> <p>Number: Place Value</p> <p>Measurement: Money & Time</p> <p>Geometry: Position and Direction</p>	
Science	<p><u>All about me:</u> Senses and body parts. Healthy diet. Investigating materials. Sorting animals. Looking at seasonal changes.</p>		<p><u>Plants and animals:</u> Parts of animals, grouping animals, sorting animals, life cycles and habitats. Parts of plants, planting seeds. Seasonal changes.</p>		<p><u>Parts of plants</u> Planting seeds. Basic human needs. Staying safe in the sun. Seasonal changes.</p>	
RE	<p>What do Christians believe God is like?</p> <p>Why does Christmas matter to Christians?</p>		<p>Who is Jewish and how do they live? <i>(Double unit)</i></p>		<p>What makes some places sacred to believers?</p> <p>What does it mean to belong to a faith community?</p>	
PSHE	<u>Me and My Relationships</u>	<u>Valuing Difference</u>	<u>Keeping Safe</u>	<u>Rights and Respect</u>	<u>Being My Best</u>	<u>Growing and Changing</u>

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History	<p>Significant People: Grace Darling Changes in Living Memory: British Seaside Pupils will learn how the British seaside has developed over the last 100 years. They will look at the effects of the railways, and the impact of mass tourism. They will study the importance of the RNLI and Lifeboats, and learn about Grace Darling and the wreck of the Forfarshire.</p> <p>Significant People: Tim Peake and Neil Armstrong Children will learn about the development of Space travel in the 1960s, and the race to be the first to the moon. They will compare the explorations of Tim Peake and Neil Armstrong and learn how space exploration continues to develop today.</p>		<p>Significant People: Shackleton & Amundsen Significant Events: The great sled race of Nome, Alaska Pupils will explore how polar exploration opened up the world in Edwardian Times. They will use a range of stories, photographs and other sources to ask and answer questions about life in past and the way exploration changed what we know about our planet.</p> <p>They will study the diphtheria outbreak of Nome, Alaska and how the race to bring Serum to the town saved the lives of all who lived there. They will compare this to life during the Covid Pandemic and the race to develop vaccines.</p>		<p>Changes in the Local Area: Hanbury Hall Pupils will explore how Hanbury has developed from a working Estate to a thriving village. They will look at maps and plans of the local area, as well as getting first-hand accounts by visiting Hanbury Hall and finding out who lived in there and how the house was staffed. They will learn about the significance of the ice-house and garden follies, and how the Vernon family contributed to the development of the village.</p>	
	Geography	<p>Contrasting UK Locality: The Beach Pupils will learn about the coast and contrast the landforms there with those they see in our own local area. They will develop their geographical vocabulary and be able to ask questions about how, why and when features such as rockpools, cliffs and beaches developed. Pupils will study the way that humans interact with the coast and why features such as harbours, lighthouses and piers were built and how they were used.</p>		<p>Contrasting World Locations: The Polar Regions Pupils will learn about the seven continents and five oceans. They will 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 the North and South Poles. Pupils will understand how the features and landscapes of the poles make it possible to develop towns and establish permanent places to live in the Arctic, but not in the Antarctic.</p>		<p>Contrasting World Locations: Peru and the Andes Mountains Pupils will learn about the geographical similarities and differences between Peru and the UK, and between the Andes mountains and Hanbury. They will use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans they have learned about this year.</p> <p>Our Own Locality: Hanbury Pupils will learn about the geographical features and landmarks of their own locality, using aerial photos and plan perspectives to help devise simple maps with keys and to describe routes and locations.</p>
Art		<p>Sculpture Learning how to shape and mould, first with dough and then moving on to clay. Experimenting with joining parts and with shaping from a single piece. Artist Focus: Edgar Degas-Learning about how he showed movement and lightness in his Ballerina sculptures.</p>		<p>Drawing Use of pastels and charcoal to draw and blend lines. Learning how to create different textures by rubbing, shading, hatching, and varying pressure. Focus Artist: Vincent Van Gogh-Exploring the way he painted seasonal flowers.</p>		<p>Painting Learning about the primary colours and how they can be mixed. Developing control of the flow of paint and learning to blend from one colour to another. Focus Artist: Victor Delfin- A modern artist from Peru, known for bold use of colour.</p>
D & T	<p>Lighthouse Pictures (Mechanisms) Pupils will create a simple mechanism for a moving picture showing a lighthouse turning on and off. They will plan their project, choose their own materials, and learn the techniques to join them together to produce a successful moving picture.</p>		<p>Drawstring Pouches (Textiles) Inspired by stories of Inuit hunters and Polar explorers, pupils will learn how simple drawstring pouches were used for hunting, transporting goods, and storing precious objects. They will select fabrics and thread and sew a pouch, the try it out and evaluate it's usefulness.</p>		<p>Sandwiches (Food Technology) Inspired by reading about Paddington, Pupils will learn how to prepare their own sandwich. They will taste a range of breads, spreads, and sandwich fillings and evaluate them to select their preferred options before preparing, eating, and evaluating their sandwiches.</p>	
ICT	<p>Beebot Explorers Learn to control a BeeBot by sequencing algorithms and predicting the program outcomes.</p>	<p>Digital Painting Choose appropriate tools in a program to create art by combining shapes to plan a playground and design their own emoji.</p>	<p>Just Dance Plan, write and sequence algorithms to create a programme using unplugged and block-based coding languages.</p>	<p>Clean Water Plan, design and create their own drinks labels with the aid of a computer.</p>	<p>Tree Surgeons Survey the variety of trees around school, then use them to sort and group records into a branching database.</p>	<p>Technology Around Us To identify the different types of technology around them and the impact it has on their daily lives.</p>
	Music	<p>Hey You Hip Hop Sing, play, improvise and compose</p>	<p>Rhythm In The Way We Walk & The Banana Rap Reggae and Hip Hop</p>	<p>In the Groove Styles of Music</p>	<p>Round and Round, a Bossa Nova Latin style.</p>	<p>Your Imagination Listen & appraise, improvisation, compose and perform</p>