



### Curriculum Framework for Y1

Topic	<b>Marvellous Me</b> AUTUMN 1	<b>Fab Festivals</b> AUTUMN 2	<b>Amazing Animals</b> SPRING 1	<b>Helping Hands</b> SPRING 2	<b>Super Seas</b> SUMMER 1	<b>Exciting Expeditions</b> SUMMER 2
ENGLISH	Genre <u><b>Narrative:</b></u> Unit 1- Stories with Familiar settings Unit 3 – Traditional & Fairy Stories <u><b>Non-fiction:</b></u> Unit 1 – Labels, Lists & Captions Unit 3 – Recount, Dictionary Unit 4 – Information Texts Instructions <u><b>Poetry:</b></u> Unit 1 – Using the senses	Genre <u><b>Narrative:</b></u> Unit 1- Stories with Familiar settings Unit 3 –Traditional & Fairy Stories <u><b>Non-fiction:</b></u> Unit 1 – Labels, Lists & Captions Unit 3 – Recount, Dictionary Unit 4 – Information Texts <u><b>Poetry:</b></u> Unit 1 – Using the senses	Genre <u><b>Narrative:</b></u> Unit 2 – Stories from a range of cultures & predictable patterned language. Unit 3 – Traditional & Fairy Stories Unit 4 – Stories about Fantasy Worlds <u><b>Non-fiction:</b></u> Unit 2 – Instructions (persuasion) Unit 4 – Information Texts <u><b>Poetry:</b></u> Unit 2 –Pattern & Rhyme	Genre <u><b>Narrative:</b></u> Unit 2 – Stories from a range of cultures & predictable patterned language. Unit 3 – Traditional & Fairy Stories Unit 4 – Stories about Fantasy Worlds <u><b>Non-fiction:</b></u> Unit 2 – Instructions (persuasion) Unit 4 – Information Texts <u><b>Poetry:</b></u> Unit 2 –Pattern & Rhyme	Genre <u><b>Narrative:</b></u> Unit 4 – Stories about Fantasy Worlds <u><b>Non-fiction:</b></u> Unit 4 – Information Texts Unit 5 – Recount (Fact & Fiction) <u><b>Poetry:</b></u> Unit 3 – Poems on a theme	Genre <u><b>Narrative:</b></u> Unit 4 – Stories about Fantasy Worlds <u><b>Non-fiction:</b></u> Unit 4 – Information Texts Unit 5 – Recount (Fact & Fiction) <u><b>Poetry:</b></u> Unit 3 – Poems on a theme
SCIENCE	<b>Animals (including humans)</b> 1. Identify and name a variety of common animals	<b>Light and Dark?</b> 1. Observe changes across the four seasons. 2. Describe weather	1. Identify and name a variety of common animals including fish, amphibians,	<b>Extreme weathers</b> 1. Observe changes across the four seasons.	<b>Sinking/floating</b> 1. Distinguish between an object and the material from	<b>Vehicles/Travel/Investigation</b> 1. Performing simple tests. 2. Describe the simple physical properties of a variety of everyday materials.

	<p>that are carnivores, herbivores and omnivores.</p> <p>2. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>3. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>4. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>associated with the seasons and how day length varies.</p> <p><b>Making decorations/Artefacts</b></p> <p>1. Distinguish between an object and the material from which it is made.</p> <p>2. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>reptiles, birds and mammals.</p> <p>2. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>3. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>4. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>2. Describe weather associated with the seasons and how day length varies.</p> <p><b>Exploring forces</b></p>	<p>which it is made.</p> <p>2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>3. Describe the simple physical properties of a variety of everyday materials.</p> <p>4. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>3. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>4. Gathering and recording data to help in answering questions</p>
HISTORY		<p><b>Guy Fawkes. Poppies</b></p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great</p>	<p><b>Mary Anning</b></p> <p>1. The lives of significant individuals in the past who have contributed to</p>			<p><b>Transitional/How we have changed and how we will continue to change. How home life has changed (looking at artefacts). Sequencing</b></p>

		Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	national and international achievements. Some should be used to compare aspects of life in different periods. 2.Significant historical events, people and places in their own locality.			Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
GEOGRAPHY	<p><b>Maps /local area</b></p> <p>1.Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>2.Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>3.Use aerial photographs and plan perspectives to recognise landmarks and basic</p>			<p><b>Weather</b></p> <p>1.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.</p> <p>2.Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>	<p><b>World /seas</b></p> <p>1.Name and locate the world's seven continents and five oceans.</p> <p>2.Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>3.Understand geographical similarities and differences through studying the human and</p>	

	<p>human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>4. Use simple 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.</p>			<p>vegetation, season and weather.</p> <p>3. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>4. 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.</p>	<p>physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>4. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>5. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	
Art	<p><b>Portraits</b></p> <p>1. To use drawing,</p>	<p><b>Cards/decorations</b></p> <p>1. To use a range of</p>	<p><b>Fruit/Veg Still Life</b></p>	<p><b>Van Gogh Starry Night</b></p>	<p><b>David Miller Under the Sea</b></p>	<p><b>Take One Picture/Transition Project</b></p>

	<p>painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>2.To develop a wide range of art and design techniques in using colour.</p> <p>3.About the work of a range of artists.</p>	<p>materials creatively to design and make products</p> <p>2.To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>3.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>Papier mache bowls? Sewing</b></p> <p>1.To use a range of materials creatively to design and make products</p> <p>2.to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>3.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>1.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>2.About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>1.About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>2.To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>1. To use a range of materials creatively to design and make products.</p> <p>2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>4. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
Design & Technology	<p><b>Made pizzas, make models of self from junk</b></p> <p>1.Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p><b>Make edible Christmas decorations</b></p> <p>1.Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>2.Understand where food comes from.</p>	<p><b>Salt dough fossils</b></p> <p>use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p>	<p><b>Something that can withstand extreme weather.</b></p> <p>1.Design purposeful, functional, appealing products for themselves and</p>	<p><b>Moveable sea scape/sea creatures</b></p> <p>Explore and use mechanisms [for example, levers, sliders</p>	<p><b>Making vehicles that move with axles.</b></p> <p>1.Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>2.Explore and evaluate a range of existing products.</p> <p>3.Select from and use a range of tools and equipment to</p>

	<p>2.Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>3.Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>4.Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>5.Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>6.Understand where food comes from.</p>			<p>other users based on design criteria.</p> <p>2.Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>3.Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>		<p>perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>4. Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>
--	--	--	--	---	--	---

Music 3 sessions each	<b>Ourselves</b> <b>Our bodies</b>	<b>Our school</b> <b>Storytime</b>	<b>Animals</b> <b>Pattern</b>	<b>Weather</b> <b>Seasons</b>	<b>Water</b> <b>Number</b>	<b>Travel</b> <b>Machines</b>
Physical Education						
Religious Education	<b>Mainly Christianity</b> Christening/baptism Belonging to Church Story message Harvest	<b>Christianity</b> Saints Forgiveness Bible Advent Christmas	<b>Judaism</b> Families Food Torah Shabbat symbols	<b>Judaism + Christianity</b> Mezuzah Synagogue Food Easter Cross and egg	<b>Christianity</b> Jesus' life Jesus' teaching Storyteller Respect	<b>Humanism /Values</b> Respect Leader Values Symbol