

Y1 Wider Curriculum Overview

	Autumn	Spring	Summer
HISTORY/ GEOGRAPHY	<p style="text-align: center;"><u>ALL CREATURES GREAT AND SMALL</u></p> <p>In this transition unit, children will focus on animals of all different shapes and sizes including those that are no longer alive today. They will use these engaging texts to find out about where different animals live and locate on maps, learn about animal habitats and life cycles, discover how we know about dinosaurs and the life of Mary Anning.</p> <p>Suggested reads: Dear Zoo by Rod Campbell, Pet Shop by Mick Inkpen, Noah's Ark bible stories, There's a T-Rex in Town by Ruth Symons, How to look after a Dinosaur by Jason Cockcroft</p> <p style="text-align: center;"><u>CHRISTMAS – (4 weeks)</u></p> <p>In this unit the children will learn the Christian Nativity Story and will put on a Nativity performance for parents at the end of the term. Children will learn and talk about Christmas activities, traditions and celebrations.</p> <p>Suggested reads: The Nativity Story The Jolly Christmas Postman by Janet and Allan Ahlberg</p>	<p style="text-align: center;"><u>GLOBE TROTTERS</u></p> <p>In this geography unit the children will learn about the four countries that make up the United Kingdom before discovering more about the seven continents of the world and their surrounding seas. A country from each continent will be studied in depth to find out about its landmarks, traditions, food and languages. Children will locate countries on the map and use some positional and directional language to describe.</p> <p>Suggested read: Welcome to our World: A celebration of children everywhere! By Moria Butterfield.</p>	<p style="text-align: center;"><u>LOTS OF POTS - (2 weeks)</u></p> <p>In this unit children will discover the local history of Barnstaple potters Brannams and their iconic Barum ware. This unit will include a visit to the local museum.</p> <p style="text-align: center;"><u>OH I DO LIKE TO BE BESIDE THE SEASIDE</u></p> <p>In this geography unit we will find out why people like to visit the seaside and how the geographical features of it make it a diverse and interesting place to visit.</p> <p>Suggested Read: The Lighthouse Keeper's Lunch by Ronda Armitage & David Armitage</p>
RE	<p style="text-align: center;">CREATION: Who Made the World? Harvest</p> <p style="text-align: center;">What does it mean to belong to a faith community?</p>	<p style="text-align: center;">GOD: What do Christians believe God is Like?</p> <p style="text-align: center;">Who is Jewish and how do they live? (PART 1)</p>	<p style="text-align: center;">Who is Jewish and how do they live? (PART 2)</p> <p style="text-align: center;">How should we care for the world and for others, and why does it matter?</p>
D.T	<p style="text-align: center;"><u>EAT MORE FRUITS AND VEGETABLES</u></p> <p>In this unit children will explore a range of fruits and vegetables and learn how to make healthy choices for a balanced diet. They will discover how to prepare them safely before designing and making their own salad, soup or smoothie.</p>	<p style="text-align: center;"><u>MOVING MINIBEASTS</u></p> <p>In this unit children will explore how to construct a sliding mechanism, a lever and pivot mechanism, and finally a wheel mechanism, before applying their knowledge and understanding to design and make a moving mini-beast picture for an author who is writing a book about mini-beasts!</p>	<p style="text-align: center;"><u>SUPER STRUCTURES</u></p> <p>In this unit children will explore a range of different structures looking at the features that make them stable or unstable. The children will then plan, make a review their own structures.</p>
ART	<p style="text-align: center;"><u>MARK MAKING</u></p> <p>In this unit children will learn simple skills such as holding a pencil correctly for drawing before exploring mark making with a variety of mediums and materials. They will then learn about the artist Paul Klee, imitating his techniques to create their own piece of art</p>	<p style="text-align: center;"><u>COLOUR CREATIONS</u></p> <p>In this unit children will learn about primary colours, secondary colours, colour mixing, and light and shade, as well as look at the artwork of artists who use colours in interesting ways, namely Kandinsky and Mondrian.</p>	<p style="text-align: center;"><u>GIUSEPPE ARCIMBALDO</u></p> <p>In this unit children will explore a variety of Arcimboldo's paintings and how he used different natural materials he used to create his portraits. They will then create portraits to represent different things, including personal interests.</p>
MUSIC	<p style="text-align: center;"><u>HEY YOU! – OLD SCHOOL HIP HOP</u></p> <p>In this unit children will learn about the musical genre of old school hip hop and also develop their understanding of how pulse, rhythm and pitch work Together through games, singing and using musical instruments to accompany and compose.</p> <p style="text-align: center;"><u>RYTHMN IN THE WAY WE WALK/ BANANA RAP – REGGAE AND HIP HOP</u></p> <p>In this unit children will learn about the genre of reggae and hip hop whilst also developing their understanding of pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p style="text-align: center;"><u>IN THE GROOVE—BLUES, BAROQUE, LATIN, BANGRA, FOLK AND FUNK</u></p> <p>In this unit children will experience a range of musical genres and learn how to be in the groove with different styles of music including: Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p style="text-align: center;"><u>ROUND AND ROUND – BOSSA NOVA</u></p> <p>In this unit children will learn about the pulse, rhythm and pitch in different styles of music with a focus on the music of Latin America.</p>	<p style="text-align: center;"><u>YOUR IMAGINATION- POP</u></p> <p>In this unit children will be composing and song writing their own pieces. They will use musical terminology to discuss their compositions and the success of their pieces.</p> <p style="text-align: center;"><u>REFLECT, REWIND, REPLAY- CLASSICAL</u></p> <p>In this unit children will think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space.</p>
COMPUTING	<p style="text-align: center;"><u>WE ARE TREASURE HUNTERS</u></p> <p>Children will learn how to use programmable toys and input and sequence a set of instructions.</p> <p style="text-align: center;"><u>WE ARE TV CHEFS</u></p> <p>Children will use video recording equipment to film the steps of a recipe.</p>	<p style="text-align: center;"><u>WE ARE PAINTERS</u></p> <p>Children will learn to use drawing and graphic software to illustrate an eBook.</p> <p style="text-align: center;"><u>WE ARE COLLECTORS</u></p> <p>Children will learn how to find and use images from the internet safely.</p>	<p style="text-align: center;"><u>WE ARE STORYTELLERS</u></p> <p>Children will use sound recording equipment to record sounds and voice overs for a talking book.</p> <p style="text-align: center;"><u>WE ARE CELEBRATING</u></p> <p>Children will use a range of graphics software to create a digital card.</p>
PE	<p>Real PE Unit 1 –Coordination: Floor movement patterns. Static balances: one leg standing</p> <p>Real PE Unit 2 – Dynamic balance to agility. Seated balance: seated</p> <p>ROH Create & Dance 'Building Blocks Dance' Unit - Perform dances using simple movement patterns.</p>	<p>Real PE Unit 3 – Dynamic balance. Static balance – small base.</p> <p>Real PE Unit 4 – Coordination – ball skills. Counter balance in pairs.</p> <p>Gymnastics - Develop flexibility, strength, technique, control and balance.</p>	<p>Real PE Unit 5 – Coordination with equipment. Agility – reaction and response</p> <p>Real PE Unit 6 – Agility – ball chasing. Static balance – floor work</p> <p>Sports day preparation & games - Participate in team games, developing simple tactics for attacking and defending.</p>
PSHE	<p>Road Safety Washing Hands</p>	<p>Water Spillage Jealousy Computer Safety:- Online bullying</p>	<p>Growing in our world Hazard watch Relationships / Growing and Changing :- Friendship</p>