

## Stannington Infant School Curriculum overview

### YEAR 1 Cycle B (2018 /19)

|  | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>   |
|--|---|--|--|--|--|---|
| <b>KS1 Theme</b>                             | What is the best toy in the world?  |  | Why is the Union flag red white and blue?  |  | Can you live anywhere?<br>(Extreme Environments)   |   |
| <b>Whole School curriculum events / week</b> | Harvest<br><br>No Pens Day  | What is light?   | Number Day<br><br>World Book Day   | How to be healthy  | Arts – Picture this!<br>Eco School day   | Enterprise week   |
| <b>Enrichment</b>                            | Theatre -<br>Gruffalo's Child   | Weston Park Museum   |  | Yorkshire Sculpture Park   | WWF workshop   |   |
| <b>Narrative writing</b>                     | Julia Donaldson -<br>Gruffalo's Child   |  | David McKee  |  | Shirley Hughes   |   |
| <b>Non Fiction Focus</b>                     |   | Persuasive texts linked to Toys  |  | Non chronological report – Countries   |  | Non Chronological report linked to Extreme Environments   |
| <b>Maths</b>                                 | Y1- Place Value<br>Addition &Subtraction within 10  | Y1- Geometry: Shape<br>Place value within 20   | Y1- Addition and subtraction within 20<br>Place value within 50 including multiples  | Y1- Measurement-<br>Length and Height,<br>Weight and Volume  | Y1- Multiplication and<br>Division<br>Fractions<br>Geometry Position and directions                              | Y1- Measurement –<br>Money<br>Time  |
| <b>PSHE /SMSC</b>                            | Being Me in my World:<br>To be part of creating a class charter and feel safe, happy and secure in their new class. | Celebrating difference:<br>To explain some ways they are similar to and different from their friends.<br><br>Anti bullying Day<br>NSPCC Jumper day<br>Children in Need | Dreams and Goals:<br>To explain how they felt when they succeeded in a new challenge and how they celebrated it.<br><br>Marc Griffiths                                     | Healthy Me:<br>To explain and discuss why they think their body is amazing and identify some ways to keep it safe and healthy.   | Relationships:<br>To explain why they appreciate someone who is special to them.<br><br>We are all different Day | Changing Me:<br>To identify the parts of the body that make boys different to girls and use the correct names for these body parts. |
| <b>Science</b>                               | Children can carry out simple investigations to discover which material makes the best umbrella.                    |  | Children can group different animals and label parts of the body<br><br>Forest School: Children can see and discuss how the world around them changes through the seasons. | Forest School: Children can see and discuss how the world around them changes through the seasons.<br><br>Children can group different animals and label parts of the body | Children can name and identify a variety of trees and plants.<br><br>Eco School day                              |   |

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| <b>History</b>           | To compare toys now with toys from the past.   |        |  |  |  |  |
| <b>Geography</b>         |  |        | To identify the names of continents and oceans in the world.   | To make comparisons between Stannington and a non-European country.  | To identify where the Arctic and Antarctic are and the conditions you find there.  |  |
| <b>Design Technology</b> | To create a peg doll toy. To sew using a running stitch. To explore different ways of attaching detail.        |        | To make a soup at Forest Schools. To understand where food comes from. To chop and peel fruit safely.  |  | To create a vehicle/jeep to explore the Arctic. To assemble and combine different materials.   |  |
| <b>Computing</b>         | To sequence stories and routines correctly.  |        | Use digital media to record learning at forest School.<br>To write a sequence and to sequence beebots<br>To write a set of instructions  |  | To create a pictogram<br>To create a sorting game on purple mash.  |  |
| <b>RE</b>                | Celebrations & Festivals:<br>To enable ch/n to reflect on what it means to celebrate and why people celebrate. | Diwali | To enable ch/n to reflect on the similarities of moral stories from different religions and how we can all learn from them.  | To learn the Easter story and understand how important this celebration is to Christians.  | Stories of Jesus:<br>To enable ch/n to reflect on the meaning of stories from Christianity and the values they offer Christians today.   |  |
| <b>Art</b>               | Observational Drawing<br><br>To draw a detailed picture of a castle  |        | 3D Form – Clay Sculptures<br><br>To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping to create a 3D sculpture.<br><br>Painting – Colour Mixing<br><br>To paint a picture in the style of Monet using colour mixing | Painting – Colour Mixing<br><br>To paint a picture in the style of Monet using colour mixing skills to create it.<br><br>3D Form – Clay Sculptures<br><br>To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping to create a 3D | Printing and Painting<br><br>To be able to talk about the use of pattern in the art they have looked at.<br>To make marks in print with a variety of objects to build a repeating pattern. | Painting and Textiles - Collage<br><br>To use the different techniques of cutting, tearing, sticking and assembling to create a collage based on nature. |

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|                           |  |   | skills to create it.   | sculpture.  |   |  |
| <b>PE Games</b>           | REAL PE unit 1<br><b>Coordination</b> - Floor Movement Patterns (FUNS 10)<br>Static <b>Balance</b> - One Leg Standing (FUNS 1) | REAL PE- unit 2-Dynamic <b>Balance</b> to Agility (FUNS 6)<br>Static <b>Balance</b> – Seated (FUNS 2) | REAL PE unit 3-Dynamic <b>Balance</b> (FUNS 5)<br>Static Balance – Small Base (FUNS 4)   | REAL PE unit 4-<br><b>Coordination</b> – Ball Skills (FUNS 9)<br>Counter <b>Balance</b> in Pairs (FUNS 7) | REAL PE unit 5 -<br><b>Coordination</b> with Equipment (FUNS 8)<br><b>Agility</b> – Reaction/Response (FUNS 12)<br><br>In addition Y2 will also have swimming lessons | REAL PE- unit 6 <b>Agility</b> – Ball Chasing (FUNS 11)<br>Static <b>Balance</b> – Floor Work (FUNS 3)<br><br>In addition Y2 will also have swimming lessons |
| <b>PE gym</b>             | Floor work- Perform basic gymnastic actions  | Mount and dismount apparatus safely.<br>Develop balance.  | Travel in different ways: forwards, backwards, sideways  | To develop agility using apparatus  | Sequence 1- Link two gymnastic actions  | Sequence 2- Perform a simple gymnastic sequence including a balance and a roll   |
| <b>PE dance</b>           | <b>Respond</b> to music- using various movements incl. travel, stretch, twist, turn, jump                                      | <b>Dynamics</b> – speed, shape, size, level, direction  | <b>Co-ordination and rhythm</b> - cheerleading   | <b>Expression</b> -respond to various stimuli to show feelings and ideas                                  | <b>Compose</b> - To link movements with control.  |  |
| <b>Music</b>              | Charanga   | Charanga  | Charanga   | Charanga  | Charanga  | Charanga   |
| <b>Instrument tuition</b> | To learn to play the recorder  |   |  | To learn to play the recorder   |   |  |
| <b>Forest Schools</b>     |  |   | Children can see and discuss how the world around them changes through the seasons. Art focuses on the concept of 3D sculptures, with a particular focus on nature sculpture. The children will explore the work of the sculptors Andy Goldsworthy and Antony Gormley. |   |   |  |
| <b>Community</b>          | Macmillan coffee morning<br>Food Banks   | Nativity<br>Carol singing<br>Christingle<br>Family Read   |  | Bunny Hunt<br>Egg Rolling   |   | Reading Buddies –<br>Nook Lane<br>Arts Picnic<br>Y2s Got Talent  |
| <b>25 Things (tbc)</b>    |  | Sing in front of an audience  | Visit an art gallery   | Enter a competition   |   |  |

