

Stannington Infant School Curriculum overview

YEAR 1 Cycle A (2019 /20)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Theme	What was it like to live in a castle? How was it different to life now? How do we know what it was like to live in a castle? (Castles)		Is Sheffield Flat? (Sheffield)		Would the plants in our garden grow in a rainforest? (Rainforests)	
Whole School curriculum events / week	Harvest No Pens Day	Where could Bog Baby live? (science investigation week. Habitats)	Number Day World Book Day	Enterprise week	Arts – Picture this! Eco School day	How to be healthy
Enrichment	Conisbrough Castle	Manor Castle		Kelham Island	Botanical Gardens including Art Gallery	
Author Focus	Julia Donaldson - Gruffalo's Child		Allan Ahlberg – Funny Bones		Shirley Hughes	
Non Fiction Focus		Recount linked to visits to Conisborough and Manor Castle		Persuasive texts linked to Sheffield		Non Chronological report linked to Rainforests
Maths	Y1- Place Value Addition &Subtraction within 10	Y1- Geometry: Shape Place value within 20	Y1- Addition and subtraction within 20 Place value within 50 including multiples	Y1- Measurement- Length and Height, Weight and Volume	Y1- Multiplication and Division Fractions Geometry Position and directions	Y1- Measurement – Money Time
PSHE /SMSC	Being Me in my World: To be part of creating a class charter and feel safe, happy and secure in their new class.	Celebrating difference: To explain some ways they are similar to and different from their friends. Anti bullying Day NSPCC Jumper day Children in Need	Dreams and Goals: To explain how they felt when they succeeded in a new challenge and how they celebrated it. Marc Griffiths	Healthy Me: To explain and discuss why they think their body is amazing and identify some ways to keep it safe and healthy.	Relationships: To explain why they appreciate someone who is special to them. We are all different Day	Changing Me: To identify the parts of the body that make boys different to girls and use the correct names for these body parts.
Science	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 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. Children can group different animals and label parts of the body	Children can name and identify a variety of trees and plants. Eco School day	

History	Children know who lived in castles and what jobs they did. They can compare Conisbrough Castle with Manor Lodge in Sheffield.		Children know why the steel industry is an important part of Sheffield's history. They find out about Harry Brearley.			
Geography	Children know the difference between physical and human features. Children can locate major castles on a map of the UK.	Children can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	To identify the names of continents and oceans in the world.	To make comparisons between Stannington and a non-European country.	To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	
Design Technology	Children will make a castle using sliders and hinges. Children will be able to add labels to the various features.		To make a soup at Forest Schools. To understand where food comes from. To chop and peel fruit safely.		To create a land buggy. To assemble and combine different materials.	
Computing	To learn the names of the parts of a computer and what they do. Create a new document, save it, name it and reopen it. To create a class algorithm. 'How to log on to the class computer'	To create calendars using text and an image.	To Use digital media to record learning at forest School. To create their own algorithm. 'How to build a lego model of their choice'	To enter data into software to create a pictogram and save. To answer questions about the data and what it shows.	To create a fact sheet about plants using images and text.	To create longer programs to move a Bee-Bot between specific points on a simple grid, planning out the program first using command cards. Show sequences of instructions for a Bee-Bot for pupils to predict the finish point.
RE	Celebrations & Festivals: To enable ch/n to reflect on what it means to celebrate and why people celebrate.	Diwali Christmas story	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: To enable ch/n to reflect on the meaning of stories from Christianity and the values they offer Christians today.	
Art	Observational Drawing To draw a detailed picture of a castle.		3D Form – Clay Sculptures	Painting – Colour Mixing	Printing and Painting	Painting and Textiles - Collage

			To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping to create a 3D sculpture. Painting – Colour Mixing To paint a picture in the style of Monet using colour mixing skills to create it.	To paint a picture in the style of Monet using colour mixing skills to create it. 3D Form – Clay Sculptures To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping to create a 3D sculpture.	To be able to talk about the use of pattern in the art they have looked at. To make marks in print with a variety of objects to build a repeating pattern.	To use the different techniques of cutting, tearing, sticking and assembling to create a collage based on nature.
PE Games	REAL PE unit 1 Coordination - Floor Movement Patterns (FUNS 10) Static Balance - One Leg Standing (FUNS 1)	REAL PE- unit 2-Dynamic Balance to Agility (FUNS 6) Static Balance – Seated (FUNS 2)	REAL PE unit 3-Dynamic Balance (FUNS 5) Static Balance – Small Base (FUNS 4)	REAL PE unit 4- Coordination – Ball Skills (FUNS 9) Counter Balance in Pairs (FUNS 7)	REAL PE unit 5 - Coordination with Equipment (FUNS 8) Agility – Reaction/Response (FUNS 12)	REAL PE- unit 6 Agility – Ball Chasing (FUNS 11) Static Balance – Floor Work (FUNS 3)
PE gym		Floor work- Perform basic gymnastic actions Mount and dismount apparatus safely. 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
PE dance	Respond to music- using various movements incl. travel, stretch, twist, turn, jump Dynamics – speed, shape, size, level, direction		Co-ordination and rhythm - cheerleading Expression -respond to various stimuli to show feelings and ideas		Compose - To link movements with control.	
Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
Instrument tuition						
Forest Schools			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.			

Community	Macmillan coffee morning Food Banks	Nativity Carol singing Christingle Family Read		Bunny Hunt	Egg Rolling	Arts Picnic
25 Things (tbc)		Sing in front of an audience	Visit an art gallery	Enter a competition		