

## Stannington Infant School Curriculum overview

### YEAR 1 Cycle A (2019 /20)

	<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 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)	
<b>Whole School curriculum events / week</b>	Harvest No Pens Day	What is light? (science investigation week)	Number Day World Book Day	Enterprise week	Arts – Picture this! Eco School day	How to be healthy
<b>Enrichment</b>	Conisborough Castle	Manor Castle		Yorkshire Sculpture Park	Space dome visit	
<b>Narrative writing</b>	Julia Donaldson - Gruffalo's Child		David McKee		Shirley Hughes	
<b>Non Fiction Focus</b>		Recount linked to visits to Conisborough and Manor Castle		Persuasive texts linked to Sheffield		Non Chronological report linked to Rainforests
<b>Maths</b>	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
<b>PSHE /SMSC</b>	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.
<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  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	

<b>History</b>	To compare toys now with toys from the past.				To learn about the history of space travel and the role of local astronaut Helen Sharman.	
<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 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	
<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 land buggy. To assemble and combine different materials.	
<b>Computing</b>	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 calendars using text and an image.	To create their own algorithm. 'How to log on to the class computer'	To enter data into software to create a pictogram and save. To answer questions about the data and what it shows.	To tell a story with pictures and sound.	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.
<b>RE</b>	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.	
<b>Art</b>	Observational Drawing  To draw a detailed picture of a toy.		3D Form – Clay Sculptures  To manipulate clay in a variety of ways, e.g. rolling, kneading and	Painting – Colour Mixing  To paint a picture in the style of Monet	Printing and Painting  To be able to talk about the use of pattern in the art they have looked at.	Painting and Textiles - Collage  To use the different techniques of cutting, tearing, sticking 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.	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 make marks in print with a variety of objects to build a repeating pattern.	assembling to create a collage based on nature.
<b>PE Games</b>	REAL PE unit 1 <b>Coordination</b> - Floor Movement Patterns (FUNS 10) Static <b>Balance</b> - One Leg Standing (FUNS 1)	REAL PE- unit 2-Dynamic <b>Balance</b> to Agility (FUNS 6) Static <b>Balance</b> – Seated (FUNS 2)	REAL PE unit 3-Dynamic <b>Balance</b> (FUNS 5) Static Balance – Small Base (FUNS 4)	REAL PE unit 4- <b>Coordination</b> – Ball Skills (FUNS 9) Counter <b>Balance</b> in Pairs (FUNS 7)	REAL PE unit 5 - <b>Coordination</b> with Equipment (FUNS 8) <b>Agility</b> – Reaction/Response (FUNS 12)	REAL PE- unit 6 <b>Agility</b> – Ball Chasing (FUNS 11) Static <b>Balance</b> – Floor Work (FUNS 3)
<b>PE gym</b>		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
<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>						
<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 Food Banks	Nativity Carol singing Christingle		Bunny Hunt	Egg Rolling	Arts Picnic

		Family Read				
<b>25 Things (tbc)</b>		Sing in front of an audience	Visit an art gallery	Enter a competition		