Stannington Infant School Curriculum overview

**YEAR 1 Cycle A** (2023 /24)

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **KS1 Theme** | Our School | | Sheffield | | Rainforests | |
| **Whole School curriculum events / week** | PSHE Focus week | NSPPC Jumper Day  Children in Need  Anti-Bullying Day  Enterprise Week linked to the PFA Christmas Fair | Number Day | World Book Day  Science Week | Arts Week  Eco day | Healthy Week |
| **Enrichment** | Walk around the local area  History Van - household items past and present |  | Kelham Island |  | Tropical Butterfly House | Church visit |
| **Narrative writing** | The three little pigs by Axel Scheffler | The Gruffalo Child by Julia Donaldson | Funny Bones by Alan and Janet Alberg | Bog Baby by Jeanne Willis | Pinky- Don’t go | Jack and the Beanstalk by Mara Alperin |
| **Non Fiction Focus** |  | Instructions |  | Recount  Poetry |  | Letter writing |
| **Maths** | Number and Place Value within 10 | Addition & Subtraction within 10    Geometry - Shape | Number and Place value within 20    Addition & Subtraction within 20 | Number and Place value within 50    Length and Height    Capacity and Volume | Mass and Weight    Multiplication and Division    Fractions | Position and direction    Number and Place value within 100    Money and Time |
| **PSHE /SMSC** | Being Me in my World:  To feel safe, secure and happy in their new class. |  | Celebrating difference:  To explain some ways in which they are similar and different from their friends.    Relationships:  To explain why they appreciate someone who is special to them. |  | Healthy Me:  To explain and discuss why they think their body is amazing and identify some ways to keep it safe and healthy.    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** | To identify and name a variety of everyday materials.    To describe the simple physical properties of materials    To investigate and discover which materials can be used to make a peg doll. | | Forest School: To observe and discuss how the world around them changes through the seasons.    To identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals.    To identify and name animals that are carnivores, herbivores and omnivores.  To label the basic parts of the human body. | | To identify and name a variety of plants including deciduous and evergreen trees    To describe the basic structure of plants. | |
| **History** | To learn about our school and the local area and how it has changed over time. To use sources of evidence to compare homes past and present. | | To learn about why Harry Brearley and why the steel industry is an important part of Sheffield’s history. | |  | |
| **Geography** | To learn about our local area/Stannington and know their address.    To recognise and understand human & physical features in the local area.    To use simple compass directions (North, South, East and West) and locational and directional language forwards, backwards, left and right to describe the location of features and routes on a map.    To draw a map of the school grounds. | | Forest school: To identify seasonal and daily weather patterns in the United Kingdom. | To name and locate the 4 countries and capital cities of the United Kingdom.    To make comparisons between Sheffield, UK and a non-European city, Brasilia, Brazil. | To name and locate the world’s seven continents.    To understand the location of hot and cold areas of the world in relation to the equator and North and South Pole.    To use world maps, atlas and globes locate the Amazon rainforest and describe some of the human and physical features.    To explain sustainability and ways that we can protect and sustain the environment | |
| **Design Technology** |  | To design and make a chair for an elf.  To explore different ways of attaching and combining different materials and detail.  To sew a hand puppet. | To make soup/biscuits at Forest Schools. To understand where food comes from. To chop and peel fruit/ingredients safely.  To learn about hygiene during food preparation. | |  | To design and make a rainforest vehicle. To assemble and combine different materials. |
| **Computing** | To learn the names of the parts of a computer and what they do. | To create a digital poster using text and an image.  To take photographs and import into documents. | To create their own algorithm for a daily routine. | 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 a program to move a Bee-Bot between specific points on  a simple grid, planning out the program first using command cards. |
| **RE** |  | Celebrations & Festivals:  To enable ch/n to reflect on what it means to celebrate and why people celebrate. |  | Myself:  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** | Painting:  To paint a colour wheel. learning about primary, secondary and complementary colours.    Observational Drawing: To draw a self-portrait using complementary colours. | Observational Drawing:  To draw a detailed picture of our school and paint it in the style of Joe Scarborough. | 3D Form –Sculptures:  To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping to create a 3D sculpture.  To use natural materials to create sculptures.    Observational Drawing:  To draw a detailed picture of a Sheffield building in the style of Jo Peel. | | Printing and Painting:  To make marks in print with a variety of objects in the style of Utagawa Hiroshige. | Collage:  To create a collage using a wide range of media in the style of Hannah Hoch. |
| **PE Games** | Get Set 4 PE – Fundamental Skills | Get Set 4 PE – Ball skills |  | Get Set 4 PE - Athletics    Get Set 4 PE – Sending and Receiving | Get Set 4 PE – Striking and Fielding    Get set 4 PE – Target Games | Sports Day |
| **PE gym** | Perform basic gymnastic actions  Mount and dismount apparatus safely.  Develop balance. |  | Travel in different ways: forwards, backwards, sideways To develop agility using apparatus |  |  |  |
| **PE dance** |  | Respond to music- using various movements incl. travel, stretch, twist, turn, jump.    Dynamics – speed, shape | Co-ordination and rhythm  Compose - To link movements with control |  |  |  |
| **Music** | Sparkyard Music | | | | | |
| **Instrument tuition** | Recorder | | |  | | |
| **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** | Food Banks | Christmas Fair  Christingle  Family Read |  | Egg Rolling |  | Summer Fair  Arts Showcase  Sports day |
| **25 Things (tbc)** | Learn to say hello in different languages | Sing in front of an audience | Build a den | Enter a competition |  | Take part in a sports day |