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| **Ash Grove Academy – Curriculum Overview – Year 1** | | | | | | |
| **Subject** | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
| English | Phonics phase 3-5  Grammar in context  Descriptive writing  Non-fiction writing | Phonics phase 3-5  Grammar in context  Poetry  Narrative | Phonics phase 5  Where the Wild Things Are.  Narrative: A portal story  Information: Wild Things | Phonics phase 5  Hermelin  Narrative: A detective story  Recount: Letters | Phonics phase 3/5  Grammar in context  Narrative  Non-fiction writing | Phonics recap phase 3/5  Grammar in context  Non-fiction writing  Poetry |
| Maths | Recapping counting skills from Reception Counting within 100 | Comparing quantities and parts and wholes of objects, groups, and numbers  Partitioning numbers 1-5 in different ways and in every way | Recognising, making, decomposing, and manipulating 2D and 3D shapes  Partitioning numbers 1-10 in different ways and in every way | Structures of addition and Subtraction  Addition and subtraction facts within 10 | Partitioning numbers 0-20 in different ways and in every way  Unitising (groups of 2,5 and 10) and coin recognition | Position and direction  Time |
| Science | **Physics and Biology** **Seasonal changes**  Observe changes across the seasons, including weather and variation in day length  **Plants**  Identify and name common wild and garden plants, including deciduous and evergreen trees; describe the basic structure of trees | **Chemistry**  **Everyday materials** Distinguish between an object and its material; identify and name everyday materials; describe simple properties of materials and group objects according to the | **Biology**  **Animals, including humans**  Identify and name a variety of common animals and their structures: fish, amphibians, reptiles, birds and mammals, including pets; identify and name carnivores, herbivores and omnivores | **Physics and Biology**  **Seasonal changes** Observe changes across the seasons, including weather and variation in day length  **Plants**  Identify and name common wild and garden plants, including deciduous and evergreen trees | **Biology**  **Animals, including humans**  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | **Physics and Biology Seasonal changes** Observe changes across the seasons, including weather and variation in day length  **Plants**  Identify and name common wild and garden plants, including deciduous and evergreen trees; describe the basic structure of a variety of common flowering plants |
| Humanities | History: **Local**  Changes within living memory  **Enquiry**: How has technology changed in the lifetimes of my family? | Geography**: Local**  Sharing special places  Compass directions (North, South, East, West)  Directional language (eg near, far, left, right) Use this geographical language to locate features and routes on a map.  Make a **field trip into the school grounds** and use observational skills to identify important physical and human features. Devise a simple map of the school grounds, including symbols for a key. | History: **British**  The lives of significant individuals in the past who have contributed to national and international achievements  **Enquiry**: Compare the lives and works of two British inventors: Ada Lovelace and Alan Turing | Geography: **National**  Experiencing today’s weather  Identify seasonal and daily **weather** patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | Geography: **Global**  Our place in the world Name, locate and identify characteristics of the four **countries and capital cities** of the United Kingdom and its surrounding seas.  Name and locate the world’s **seven continents and five oceans** | History: **Global**  Events beyond living memory that are significant nationally or globally  **Enquiry**: How did the technology of flight change people’s lives? |
| Computing | Online Safety Technology Outside School | Coding | Lego Builders  Maze Explorers | Pictograms | Spreadsheets  Grouping and Sorting | Animated Stories |
| RE | Cross Religious:  What do Christians believe about God?  How do people describe God? | Christianity: How and why do people celebrate Christmas?  What can we learn that Christians believe about Jesus from the nativity story? | Judaism: What can we find out about Judaism by exploring a synagogue?  What is the role of the rabbi? | Christianity: How do Christians celebrate Easter in church? At home?  Why was the empty tomb good news for Christians? | Christianity: What does it mean when someone belongs to a Christian community?  Where do other people worship? | Free choice Enquiry:  How do people decide what is right and wrong? |
| PSHE | **Living in the Wider World** – Rights, Respect and Responsibilities; Being Safe Online  For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class | **Living in the Wider World** -Money  To learn that money comes from different sources and can be used for different purposes, including the concepts of spending, and saving | **Relationships, including online** – Feelings and emotions; Healthy relationships  For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class | **Relationships, including online-**  Valuing difference:  Respecting similarities and differences – sharing views and ideas | **Health and Wellbeing, including being safe online** – Healthy lifestyles; Growing and changing;  To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring | **Health and Wellbeing, including being safe online**  Keeping safe  To learn that household products, including medicines, can be harmful if not used properly |
| Art and DT | Art: Drawing  PENCIL, COLOURED PENCILS  Artist link: Pablo Picasso | DT: Texture Design, make & evaluate using FABRICS AND TEXTILES  Artist link: Sue Spooner | Art: Colour  PAINT  Artist link: Jackson Pollock | DT: Form  Focus on boxes/junk modelling linked to work on Alan Turing (design their own ‘box computer’ incorporating **levers and sliders)** | Art: Printing  Artist link: Katharine Watson | DT: Food technology  Focus on **Fruit Salad** |
| Music | Western Classical Music | Western Classical Music | Popular Music | Popular Music | Musical Traditions | Musical Traditions |
| PE | Movement Skills  Target Games | Movement Skills  Gymnastic Skills | Dance – Animals  Gymnastic Skills | Invasion Games Skills  Movement Skills | Net and Wall Game Skills  Striking and Fielding Game Skills | Tri Golf  Athletics |
| Educational Visits and Enrichment | To be arranged. |  |  |  |  |  |