

**Robert Shaw Primary & Nursery School  
Year 1 – Curriculum Plan**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Belonging</b>	<b>Exploring</b>	<b>Discovering</b>
<b>Oxfam curriculum area</b>	Identity and diversity Social justice and equity	Sustainable development Globalisation and interdependence	Peace and conflict
<b>Key question</b>	<b>How do different people celebrate?</b>	<b>Where in the world am I?</b>	<b>Who makes a difference to our world?</b>
<b>Project outcomes</b>	<b>1. News report – film about festivals 2. Tile Mosaic</b>	<b>1. tbc 2. tbc</b>	<b>1. tbc 2. tbc</b>
<b>Key texts</b>	<b>All are welcome – Alexandra Penfold</b>	<b>tbc</b>	<b>tbc</b>
<b>Hook</b>	<b>Rosh Hashanah celebration</b>	<b>tbc</b>	<b>tbc</b>
<b>Enrichment</b>	<b>Bangra Tots day in school</b>	<b>tbc</b>	<b>tbc</b>
<b>English</b>	<b>Phonics and spelling of key words Simple sentences, capital letters and full stops. Write a list, invitation and letter and set of instructions.</b>	<b>tbc</b>	<b>tbc</b>
<b>Maths</b>	<b>Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20)</b>	<b>Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume</b>	<b>Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time</b>
<b>Science</b>	<b>Everyday materials</b> - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties <b>Seasons (Autumn and Winter)</b> - observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies	<b>Plants</b> - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees <b>Seasons (Spring)</b> - observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies	<b>Animals including humans</b> - identify and name a variety of common animals including fish, amphibians, reptiles, and birds - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <b>Seasons (Summer)</b> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies

<b>History</b>	How have I changed over time? Using language of time passing – last year, yesterday, last week, last month. Refer often to key events of the past or that reoccur eg Bonfire night etc Changes in National life if any major events occur		Significant historical and current figures; why are they significant? including a diverse range of people
<b>Geography</b>	Where we live – recap countries of UK and their capital cities. Look at simple maps and plans. Make a simple key. Links to weather in science. Looking at our environment and how it might be different to other places.	Locality of Nottingham within the UK, continents, human and physical features, look at where children’s families come from (postcards from around the world)	<b>Spaced retrieval:</b> spring term learning Geography of school grounds
<b>DT</b>	Design and make: divas; cards with sliders Cooking – baking, pumpkin soup Model cars linked to materials topic	<b>tbc</b>	<b>tbc</b>
<b>Art</b>	Create a tile mosaic Lots of ‘free’ art in continuous provision – chance for children to be creative with paint, pens, chalk, model magic .	<b>tbc</b>	<b>tbc</b>
<b>Music</b>	Charanga units: Hey You!; Rhythm in the way we walk; Banana Rap	Charanga units: In the Groove; Round and Round	Charanga units: Your imagination: Reflect, Rewind and Replay
<b>RE</b>	<b>1.1 Celebrations and festivals</b> Who celebrates and why? <b>1.2 Myself and Caring for Others</b> How do we show we care for others? Why does it matter?	<b>1.3 Beliefs and teachings</b> Stories of Jesus: What can we learn from them? How do religious stories make a difference to people’s lives?	<b>1.4 Symbols in religious worship and practice</b> In what ways are churches/synagogues important to believers?
<b>Computing</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>	<b>Coding</b> <b>E-safety</b> <b>Digital skills</b>
<b>PE</b>	<b>Gymnastics</b> Learning basic gymnastic movements Puk hook dish, to recognise the effect of exercise on their body, to move from one movement to another. Link 2 – 3 movements <b>Firework Dance</b> Listen to sounds and express them as movements, copies and explores basic movements and body patterns, remembers	<b>Orienteering</b> Learning N S, learning left and right, following instructions (1 – 2), moving around common areas with a given instruction/clue. <b>Team Games</b> Develop simple tactics for attacking and defending, where to stand in games thinking about space, can travel in a variety of ways including running and jumping, beginning to	<b>Commando Joe</b> Master basic movements- throwing, catching, jumping, balance, co-ordination, teamwork within a variety of activities, team work <b>Athletics</b> Agility, balance and co-ordination- skills embedded within specific competitive sports e.g. sack race, egg and spoon race, long jump, hurdles, shot put.

	simple movements and dance steps, links movements to sounds and music, learn about the speed of movements, learn a range of linking movements, combining movements together	perform a range of throws, receives a ball with basic control, beginning to develop hand-eye coordination, participates in simple games	
<b>PSHE</b>	<p><b>Me and My Relationships:</b> Feelings; Classroom rules; Special people; Being a good friend</p> <p><b>Valuing Difference:</b> Recognising, valuing and celebrating difference; Developing respect and accepting others; Bullying and getting help</p>	<p><b>Keeping Myself Safe:</b> How our feelings can keep us safe – including online safety; Safe and unsafe touches; Medicine Safety; Getting help</p> <p><b>Rights and Responsibilities:</b> Taking care of things: Myself, My money, My environment</p>	<p><b>Being my Best:</b> Growth Mindset; Healthy eating; Hygiene and health; Cooperation</p> <p><b>Growing and Changing:</b> Becoming independent; My body parts; Taking care of self and others</p>