



Tewkesbury C of E Primary School  
Curriculum Overview  
Year 1



### Art & Design

- Can we use line, shape and form to draw a dinosaur?
- What happens when we mix the primary colours together?
- Can we create a textured dinosaur and describe how it feels?

### English

Narrative: Repeated and patterned language-We're going on a dinosaur hunt.  
Character descriptions based on the tiger who came to school.  
Instructional Text: How to grow a dinosaur.  
Information text: Dinosaur booklets

### Religious Education

- What does it mean to belong to a faith community?
- What do Christians believe God is like?

### Music

- Can we find the pulse / beat / rhythm of a song?
- What style is this music and how does it make us feel? (with a particular focus on Hip Hop and Reggae)

### Computing

- What is personal information and how can I keep it safe?
- What is an algorithm and how do I program one into different programs on the iPad?

### Stomp, Chomp, Roar, Roar... Here come the Dinosaurs Autumn Term 2018

### History

- Who was Mary Anning and why she is remembered today?
- What is a palaeontologist and how do they find out about dinosaurs?

### Physical Education

#### Baselining

Lost and Found -Can we hop skip and jump in a range of ways?  
Sliding and Rolling—Can we move our bodies in different ways to travel across the equipment?  
Gymnastics-Making shapes with our bodies.

### Maths

- Number and Place Value:
- Numbers to 10 and then 20
- Calculations: Addition and Subtraction within 20.
- Geometry – Position and Direction: Positions

### Science

#### Plants and Animals

- What do these animals have in common?
- Which animals belong to the different animal groups?
- Can we sort animals according to their diet?
- What is a carnivore, herbivore and omnivore and what do they like to eat?
- What are the different seasons and what is the weather like at different times in the year?
- What is the purpose of the different parts of a plant?
- What happens to a plant over time-can we observe and record?

### Enriching Experiences

- Visit to Birdland
- Visit to Holy Trinity church to take part in a mock Baptism.
- A visit from the tiger who came to tea

Theme	Stomp, Chomp, Roar, Roar: Here Come the Dinosaurs!		Once Upon a Time		Coasts, Cliffs and Castles	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GEOGRAPHY			<ul style="list-style-type: none"> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</li> <li>• name and locate the world's seven continents and five oceans</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise</li> </ul>		<ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</li> </ul>	

			landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	map; and use and construct basic symbols in a key		
			<ul style="list-style-type: none"> <li>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</li> </ul>			
HISTORY	<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>		<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>changes within living memory</li> </ul>		
RE	<ul style="list-style-type: none"> <li>What does it mean to belong to a faith community?</li> </ul>	<ul style="list-style-type: none"> <li>What do Christians believe God is like?</li> </ul>	<ul style="list-style-type: none"> <li>Who is Jewish and how do they live?</li> </ul>	<ul style="list-style-type: none"> <li>Who do Christians say made the world?</li> <li>How should we care for the world and for others, and why does it matter?</li> </ul>		
SCIENCE	<ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>identify and name a variety of</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic,</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>identify and name a variety of</li> </ul>	<ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>identify,</li> </ul>	<ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> <li>describe the</li> </ul>

	<p>common animals that are carnivores, herbivores and omnivores</p>	<p>common wild and garden plants, including deciduous and evergreen trees</p> <ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p>glass, metal, water, and rock</p>	<p>common wild and garden plants, including deciduous and evergreen trees</p> <ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p>name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>simple physical properties of a variety of everyday materials</p> <ul style="list-style-type: none"> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>
<p>ART / DESIGN TECHNOLOGY</p>	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>		<ul style="list-style-type: none"> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>		<ul style="list-style-type: none"> <li>• about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	
<p>MUSIC</p>	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and un-tuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>					

	<ul style="list-style-type: none"> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>		
PE	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>		
COMPUTING	<ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>		<ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>