



Tewkesbury C of E Primary School
Curriculum Overview
Year 1



Art & Design

- What makes a good self portrait?
- Can we use line, shape and form to draw people?
- What can the artist Henri Rousseau teach us about painting plants and wildlife?

Religious Education

- Who is Jewish and how do they live?
- Why is Easter an important Christian celebration?

Geography

- What foods are common in the UK and where do they come from?
- How was the Great British flag formed and what countries make up the United Kingdom?
- What is the Equator and where are the hot and cold countries?
- Can we draw a map of Tewkesbury and our school to inform others of the physical features?

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 Blues, Latin, Folk, Funk, Baroque, Bhangra)

Maths

Calculations: Addition and Subtraction within 20
Multiplication
Geometry – Properties of Shape:
Shapes and Patterns
Measurement: Length and Height
Number and Place Value: Numbers to 40

History

- Why is the Abbey an important place in Tewkesbury?
- How has Tewkesbury changed over time?
- What did school used to be like at Tewkesbury CE?

Once Upon a Time Spring Term 2019

English

Narrative: Looking at a range of traditional tales such as The Three Little Pigs and Goldilocks.
Recount: linked to Jack and the Beanstalk.

Physical Education

- Gymnastics-Making shapes.
Can we link movements together to make a sequence?
- Games-Throwing underarm.

Science

Materials:

- What materials are different objects made from.
- Can we describe materials and their properties?
- What is the best material to build a wolf proof house from?

Plants:

- What do all plants need to help them grow?
- Can we find deciduous and evergreen trees in our school grounds?
- Can we name and group some common trees and plants?
- How can we grow our own Beanstalk?

Enriching Experiences

- Visit to Tewkesbury Abbey and a walk around Tewkesbury.
- Tasting food from different countries.
- Pig's on trial-Should the pigs go to jail for burning the wolf's tail?-You decide.
- Climbing the Beanstalk-How did Jack feel when he reached the top of the Beanstalk?

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"> • 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 • name and locate the world's seven continents and five oceans • 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 • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple 		<ul style="list-style-type: none"> • 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 • 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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	

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

	<p>carnivores, herbivores and omnivores</p>	<p>including deciduous and evergreen trees</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies 		<p>including deciduous and evergreen trees</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies 	<p>the human body and say which part of the body is associated with each sense</p>	<p>properties of a variety of everyday materials</p> <ul style="list-style-type: none"> • compare and group together a variety of everyday materials on the basis of their simple physical properties
ART / DESIGN TECHNOLOGY	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 		<ul style="list-style-type: none"> • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<ul style="list-style-type: none"> • 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 		
MUSIC	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and un-tuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music 					
PE	<ul style="list-style-type: none"> • 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 					

	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns 		
COMPUTING	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 		<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 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