



**YEAR 1
CURRICULUM
2020 - 2021**

ART

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
<p>Painting</p> <p>ARTIST STUDY: Juan Miro</p>	<p>To use painting to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour</p> <p>About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<ul style="list-style-type: none"> • Use a sketchbook to collect and develop ideas • Use a variety of tools and techniques including different brush sizes and type • Experiment with tools and techniques e.g. layering, mixing media • Work on different scales <p>Colour</p> <ul style="list-style-type: none"> • Identify primary colours by name • Mix primary shades and tints (adding black and white) 	<p>Link to EYFS – experiences of painting, colour mixing, using different brushes for different purposes</p>
<p>Sculpture</p>	<p>To use sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using form and space</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<ul style="list-style-type: none"> • Use a sketchbook to collect and develop ideas • Manipulate malleable materials in a variety of ways including rolling and kneading • Explore sculpture with a range of malleable media • Manipulate malleable materials for a purpose • Understand the safety and basic care of materials and tools 	<p>New learning experience</p>
<p>Craft – weaving</p>	<p>To use a range of materials creatively to design and make products</p> <p>About the work of a range of craft makers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, form and space</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p>	<ul style="list-style-type: none"> • Use a sketchbook to collect and develop ideas • Experiment with construction and joining recycled, natural and manmade materials • Arrange materials by colour for a planned effect 	<p>New learning experience</p>

COMPUTING

Units of work: Online Safety and Exploring Purple Mash, Grouping and Sorting, Pictograms, Lego Builders, Maze Explorers, Coding, Spreadsheets, Technology Outside School

Area of Learning	National Curriculum Objectives	Skills / Knowledge	Links to Learning
Computer Science	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.</p> <p>Children can work out what is wrong with a simple algorithm when the steps are out of order. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.</p> <p>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.</p>	YR - Beebots
Information Technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources.	YR – Introduction to PurpleMash
Digital Literacy	<p>Recognise common uses of information technology beyond school.</p> <p>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.</p>	<p>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</p> <p>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space.</p>	

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
Structures	<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates <p><u>Make</u></p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • Select from and use a wide range of materials and components, including construction materials, according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Evaluate their ideas and products against design criteria 	<ul style="list-style-type: none"> • Finish the product (decorate) using techniques such as painting or printing, adding sequins, dying. • Demonstrate a range of joining techniques such as gluing, taping. 	Year 1 – science – everyday materials
Cooking	<p>Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks 	<ul style="list-style-type: none"> • Prepare food (e.g. cutting, peeling or grating) safely and hygienically. • Assemble or cook ingredients to make varied and healthy dishes. • Understand where food comes from. 	

	<ul style="list-style-type: none">• Select from and use a wide range of materials and components, including ingredients, according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none">• Explore and evaluate a range of existing products• Evaluate their ideas and products against design criteria		
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GEOGRAPHY

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
<p>UK (Spring term)</p>	<p>Locational Knowledge: Name, locate and identify characteristics of the 4 countries and capital cities of the UK and the surrounding seas. Human and Physical Geography: Identify seasonal and daily weather patterns in the UK.</p>	<p>Use maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities. Explain the purpose of a capital city.</p> <p>Ask questions about the weather and seasons. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>	<p>Gaps in EYFS due to Covid: Need to consider the influence of human activity on the environment and living things. (Possible Science link)</p> <p>Science link with seasonal changes.</p>
<p>Wicklewood. School and local environment. (Summer term)</p>	<p>Basic Geographical Vocabulary: Key physical features inc beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features: inc city, town, village, factory, farm, house, office, port, harbour and shop. Geographical Skills and fieldwork: Use simple compass directions (N,S,E,W) and locational and directional language (eg near, far, left, right) to describe the location of features and routes on a map. Use Aerial photographs. 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.</p> <p>(Windmill History link)</p>	<p>Use basic geographical vocab to refer to key physical features, Use basic geographical vocab to refer to key human features, Begin to understand the difference between physical and human features.</p> <p>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Draw own maps of the school/local area; use and construct basic symbols in a key. Observe and record the features around the school e.g. the different types of plants, the animals seen by the wildlife area compared to those seen by the road, Children to make suggestions for the cause of the differences. Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p>	<p>Windmill Trip SL to attend 30mins of trip.</p>

HISTORY

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
Toys (Autumn)	Changes within living memory. Where appropriate, these should reveal aspects of change in National Life.	<p>Chronology: recall, describe and sequence events in their life. Sequence photos from different periods in their life.</p> <p>Historical Knowledge: Observe and describe collections of artefacts. Compare and contrast.</p> <p>Interpretation of History: Ask questions about the past? Use photos, artefacts and stories to find out about the past. Use stories to encourage children to distinguish between fact and fiction.</p> <p>Historical enquiry: Categorise artefacts 'now and then' Use sources – handle, observe, speculate and ask the what, why, who, how, where questions.</p>	<p>EYFS Gaps due to Covid: History of the seaside. Concept of past and present. Thinking about how the seaside has changed over time</p> <p>Strangers Hall/ Museum Trip.</p> <p>Knowledge Before learning, after learning - pupil voice.</p>
Wicklewood Windmill (Summer)	Significant events, people and places in their own locality.	<p>Chronology: Recognise the age of the windmill and place on a timeline.</p> <p>Historical Knowledge: Find out about people and events in other times.</p> <p>Interpretation of History: Discuss how reliable memories are from adults talking about the past.</p> <p>Historical enquiry: Question/Speculate how the windmill was used in the past?</p>	<p>SL to attend 30mins of trip. Historical enquiry focus</p>

MUSIC

Covid - No singing precaution.

Area of Learning	National Curriculum Objective	Skills / Knowledge	Links to Learning
<p>AUTUMN Hey you</p> <p>Instrument: Chime bars</p> <p>Rhythm in the way we walk/banana rap</p> <p>Instrument: Voice</p>	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhyme. Play 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-relate dimensions of music. 	<p>Listening & Integrated dimensions of music Find the pulse in a piece of music. Have fun finding the pulse together. Copy back simple rhythms, clapping.</p> <p>Playing - tuned Learn to play your instrument correctly and treat it with respect.</p> <p>Singing Learn to sing and use their voices (raping). Sing simple songs as part of an ensemble. Keep a steady beat whilst singing a simple song Pitch copy back using vocal warm-ups</p> <p>Performing Start to perform together in an ensemble/band.</p>	<p>EYFS Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them.</p>
<p>SPRING</p> <p>In the groove Instrument: Chime bars</p> <p>Round and round Instrument: Voice</p>	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhyme. Play 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-relate dimensions of music. 	<p>Listening & Integrated dimensions of music Listen to different style of music and recognising instruments. Explore dynamics, pitch and tempo.</p> <p>Playing – tuned Join in and stop as appropriate. Play and move between differentiated parts with a sound-before-symbol approach, according to ability.</p> <p>Composing and improvisation Begin to explore and create their own melodic and rhythmic responses. Copy back, Question and Answer using their instrument. Compose using one or two notes</p> <p>Singing Match the shape of a tune showing pitch Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Performing Perform in front of an audience – assembly</p>	<p>Yr1 Autumn Vocabulary pitch, pulse, rhythm, tempo</p> <p>Building on chime bar skills moving onto composing and improvising.</p> <p>Singing skills and warm ups learnt previously Developing performance skills as an ensemble</p>
<p>SUMMER Your imagination</p>	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhyme. 	<p>Listening & Integrated dimensions of music Listen to different style of music and recognising instruments. Explore dynamics, pitch and tempo.</p>	<p>Yr1 Autumn & Spring Understanding of pitch, dynamics and tempo</p>

<p>Reflect, rewind and replay.</p>	<ul style="list-style-type: none"> • Play untuned 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-relate dimensions of music. 	<p>Pitch copy back including vocal warm-ups. Using voices and related to the song you are learning.</p> <p>Playing – untuned Start to respond to simple musical cues such as starting and stopping etc. Learn how to follow a leader/conductor.</p> <p>Composing and improvisation Begin to explore and create their own melodic and rhythmic responses. Copy back, Question and Answer using their instrument.</p> <p>Singing Sing simple songs as part of an ensemble. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Performing Understand about practice. Record your performance and learn from watching it back.</p>	<p>Applying playing skills gained to a new instrument</p> <p>Building on improvisation skills to composing</p> <p>Performing in front of an audience</p> <p>Reflect, rewind and reply – consolidation unit revisiting all skills and knowledge from Yr1 music.</p>
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PE - 'Key stage 1 (basic skills and movements become increasingly competent and confident, increasingly challenging and competitive situations, range of opportunities, personal competition and cooperation with others).' WILL NEED TO ALLOW FOR ADDITIONAL OPPORTUNITIES IN PHYSICAL DEVELOPMENT DUE TO COVID-19 IMPACT ON RECEPTION COHORT COMING UP.

Area of Learning	National Curriculum Objectives	Skills / Knowledge	Links to Learning
Yoga	To develop fundamental movement skills (agility, balance and coordination).	Mindfulness and body awareness. Begin to learn yoga poses and techniques that will help them to connect their mind and body. Strength, flexibility and balance. Breathing and meditation taught through fun and engaging activities. Breathing, meditation, relaxation, balance, flexibility, strength.	Physical development at EYFS.
Playground games/teambuilding	To take part in competitive and co-operative team games/activities.	Listening, taking turns, planning, leading, communication, communication, problem solving, independence and group work, collaboration, discuss and plan ideas.	Playing and exploring in EYFS. Personal, social and emotional development (1 of 6 areas of learning).
Dance	To perform dances using simple movement patterns.	Travelling actions, movement skills and balances. Count to music. Copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner. Travel, action, space, shape, perform, level, copy, counts.	EYFS – expressive arts and design.
Gymnastics (including safety)	To develop balance, agility and co-ordination. To develop simple movement patterns.	Explore basic movements, creating shapes, balances, jumps and rolls. Begin to develop an awareness of space and how to use it safely. Perform basic skills on both floor and apparatus. Copy, create, remember and repeat short sequences. Begin to understand using levels and directions when traveling and balancing. Shapes, balances, jumps, rock and roll, barrel roll and straight roll.	Physical development in EYFS. Trip to the Norfolk Academy of Gymnastics (January).
Fundamentals	To develop fundamental movement skills (agility, balance and coordination as well as running, jumping, throwing and catching).	Develop fundamental movement skills of balancing, running and stopping, hopping, galloping, changing direction and jumping. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. Balancing, running, jumping, hopping, galloping, skipping, sliding, changing direction.	Physical development in EYFS.
Ball skills	To develop simple tactics for attacking and defending. To master basic movements including throwing and catching.	Develop the basic skills required in invasion games such as sending, receiving and dribbling a ball using their hands and feet. Develop their understanding of attacking and defending. Have the opportunity to games. Learn how to score points in games and how to play to the rules. Throwing, catching, dribbling, dodging, attacking defending, sending, receiving.	Gross and fine motor skills in EYFS.

Sports day	To master basic movements including running, jumping, throwing and catching. To engage in competitive activities.	Running at varying speeds, agility, balance, running over obstacles, jumping, hopping and leaping for distance, jumping combinations, throwing for distance and accuracy.	Social and emotional development.
Athletics	To master basic movements including running, jumping, throwing and catching, develop agility and coordination.	Running at varying speeds, agility, balance, running over obstacles, jumping, hopping and leaping for distance, jumping combinations, throwing for distance and accuracy.	Physical development in EYFS.
Fitness	To engage in competitive activities (against self and others). Master basic movements such as running and develop agility and coordination.	Agility, balance, co-ordination, speed, stamina, skipping.	Physical development in EYFS.
Striking and fielding	To develop simple tactics for attacking and defending. To begin to apply running, throwing and catching in activities.	Basic understanding of striking and fielding skills needed for games such as rounders and cricket. Learn skills used in these games such as throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. Given opportunities to play one against one, one against two, and one against three. Learn how to score points in these types of games and how to play to the rules. Throwing, catching, retrieving a ball, bowling, batting, fielding, stopping a ball.	Gross and fine motor skills EYFS.

PSHE

Area of learning	PSHE Association Objective	Skills/knowledge	Links to Learning
<p>Autumn Relationships: Feelings and Emotions; Health and Relationships; Valuing Differences</p>	<p>Recognising feelings in self and others; sharing feelings.</p> <p>Secrets and keeping safe; special people in their lives.</p> <p>Respecting similarities and differences in others; sharing views</p>	<ul style="list-style-type: none"> • to communicate their feelings to others, to recognise how others show feelings and how to respond • to recognise that their behaviour can affect other people • to understand the difference between secrets and nice surprises • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to share their opinions on things that matter to them • to listen to other people • to identify and respect the differences and similarities between people • to identify their special people • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say • to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable • If they experience or witness teasing or bullying, whom to go to and how to get help 	<p>Not done 2019-20 Year R: Emphasis on listening to others and sorting out disputes will be needed as not covered in Year R.</p> <p>Big emphasis on Relationships will be needed.</p>
<p>Spring Living in the Wider World: Rights and Responsibilities; Environment; Money</p>	<p>Group and class rules; everybody is unique in some ways and the same in others. Looking after the local environment. (Shared project with Year 2.)</p> <p>Where money comes from; how to use money; saving and spending money.</p>	<ul style="list-style-type: none"> • how they can contribute to the life of the classroom and school • to help construct, and agree to follow, group, class and school rules and to understand how these rules help them • that people and other living things have rights and that everyone has responsibilities to protect those rights • to explain that that they belong to different groups and communities such as family and school • what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) • to understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving 	<p>Making rules for games and humans effect on living things not covered Year R 2019-20</p>

		<ul style="list-style-type: none"> about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices 	
Summer Health and Wellbeing: Healthy Lifestyles; Growing and Changing; Keeping Safe	What helps keep bodies healthy; hygiene routines Recognising what they are good at; setting goals. Change and loss and how it feels. Keeping safe around household products; how to ask for help if worried about something.	<ul style="list-style-type: none"> what constitutes, and how to maintain, a healthy lifestyle to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences to set simple goals the importance of, and how to, maintain personal hygiene to explain that household products, including medicines, can be harmful if not used properly How to ask for help if they are worried and how to attract their attention 	Did not do changing clothes for activities in Year R 2019-20

Area of Learning	Norfolk Agreed Syllabus 2019 Core Knowledge	Skills/knowledge	Links to learning
<p>Autumn What do my senses tell me about the world of religion and belief? (Christian/Hindu/Jewish)</p> <p>How does a celebration bring a community together? Muslim/Christian</p>	<p>Philosophy The Five Senses</p> <p>Human/Social Sciences To recognise the meanings of the term Christian and Muslim. • To recognise practices associated with the festivals of (Christmas) and (Eid-ul-Fitr). * • To recognise ways in which a celebration can encourage a sense of belonging within a faith community.</p>	<p>To ask “I wonder” questions about the world around them. To use their senses to investigate worship in different religious traditions. To use their senses to justify a belief that they hold.</p> <p>To explain how Christians celebrate Christmas/Easter To explain how Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha To understand how these festivals help to bring the religious communities together.</p>	
<p>Spring What do Jews remember on Shabbat?</p> <p>What does the cross mean to a Christian?</p>	<p>Theology The Jewish story of creation and relate it to observing Shabbat. • Jews believe in one God and that He is the creator. • How Shabbat is celebrated as a weekly tradition for Jewish families. • The symbolism of the key artefacts used during Shabbat.</p> <p>Theology The Easter narrative in the Bible. • Christians believe Jesus’ died on a cross (crucifixion) to save people (salvation). • Christians believe Jesus came back to life (resurrection). • Christians believe Easter gives people hope of a new life, now and in the future.</p>	<p>To relate the Jewish story of creation to observing Shabbat. To explain that Jews believe in one God and that He is the creator. To explain how Shabbat is celebrated as a weekly tradition for Jewish families. To explain symbolism of the key artefacts used during Shabbat.</p> <p>To give a clear, simple account of the Easter story. To recognise that the Easter story contains Christian beliefs about salvation To recognise that the Easter story is a source of hope for Christians</p>	
<p>Summer How did the universe come to be? Hindu/Christian</p>	<p>Philosophy The creation stories within Christian and Hindu traditions.</p>	<p>To ask at least one question about the origin of the universe. To give a simple reason, using the word “because” for the origin of the universe.</p>	

	<ul style="list-style-type: none">• Non-religious ideas about how the origin of the universe.• Reasons why people look after the world.• Examples of how people look after the world.		
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SCIENCE

Area of Learning	National Curriculum Objectives	Skills / Knowledge	Links to Learning
Animals including Humans	<p>Pupils should be taught to:</p> <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 carnivores, herbivores and omnivores. ● 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 the human body and say which part of the body is associated with each sense. 	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ● asking simple questions and recognising that they can be answered in different ways. ● observing closely, using simple equipment. ● performing simple tests. ● identifying and classifying. ● using their observations and ideas to suggest answers to questions. ● gathering and recording data to help in answering questions. 	n/a
Seasonal Changes	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● observe changes across the 4 seasons. ● observe and describe weather associated with the seasons and how day length varies. 		
Everyday Materials	<p>Pupils should be taught to:</p> <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. ● 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. 		

Plants	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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.		
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