

## Y1 Woodpeckers Curriculum Overview

	<b>Autumn Theme – Best of British</b>	<b>Spring Theme – Castles</b>	<b>Summer Theme – Extreme Climates! (Kenya as a case study)</b>
<b>English</b>	<p>In English, we will be learning about:</p> <ul style="list-style-type: none"> <li>• Stories by British authors, Biographical reports and British traditional rhymes. We move on to stories with repeated patterns.</li> <li>• Daily phonics and reading sessions</li> <li>• Weekly handwriting and spelling activities.</li> <li>• The grammar focus is to know that words combine to make sentences and that words are separate with spaces. We will begin using full stops to mark the end of a sentence and capital letters for the start of a sentence and names.</li> </ul>	<p>In English, we will be learning about:</p> <ul style="list-style-type: none"> <li>• Traditional Tales, invitations, poetry and letters.</li> <li>• Daily phonics and reading sessions</li> <li>• Weekly handwriting and spelling activities.</li> <li>• The grammar focus will continue to be sentence formation. We will continue to use full stops to mark the end of a sentence and capital letters for the start of a sentence and names.</li> <li>• Use conjunctions in sentences, e.g. and, but, because.</li> </ul>	<p>In English, we will be learning about:</p> <ul style="list-style-type: none"> <li>• writing our own fantasy stories.</li> <li>• humorous poetry to perform.</li> <li>• know the other uses for capital letters e.g. Mr, Mrs, headings, book titles etc.</li> <li>• Spelling will focus upon plurals and the prefix un.</li> </ul> <p>In topic related work, we will create passports for class travel-agency role-play. Present items, photos representing a country about which they know. Begin to build word banks to describe climate zones. We will then research using non-fiction books in order to write a brochure describing what it is like to live, work and eat in Kenya.</p>
<b>Mathematics</b>	<p>In Maths, we will be learning to:</p> <p>Count, read and write numbers up to 100 in numerals and from 1-20 in numerals and words.</p> <ul style="list-style-type: none"> <li>• Begin to recognise the place value of numbers beyond 20 and to create repeating patterns with numbers, objects and shapes.</li> <li>• Recognise odd and even numbers.</li> <li>• Number bonds and addition and subtraction facts to 20.</li> <li>• Compare and measure heights and weights and recognise and name 2D shapes and coins.</li> <li>• Read clocks to the hour and half hour.</li> <li>• Understand fractions as part of a whole</li> <li>• Recall and use doubles of all numbers to 10 and corresponding halves.</li> </ul>	<p>In Maths, we will be learning to:</p> <p>Count to and across 100 forwards and backwards</p> <ul style="list-style-type: none"> <li>• Identify 1 more/1 less and 10 more/10 less than any given number and order numbers to 100.</li> <li>• Count in multiples of 2, 5 and 10.</li> <li>• Use number bonds and related subtraction facts within 20.</li> <li>• Understand fractions as part of a whole</li> <li>• Describe positions, directions including <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math> turns.</li> <li>• Tell the time to the hour and half</li> <li>• Compare lengths, heights and masses.</li> <li>• Recognise denominations of coins</li> </ul>	<p>In Maths, we will be learning to:</p> <p>Count to and across 100 forwards and backwards starting at any given number. Count, read and write numbers to 100 in numerals and from 1-20 in numerals and words.</p> <ul style="list-style-type: none"> <li>• Order numbers to 50 and beyond.</li> <li>• Count in multiples of 2, 5 and 10.</li> <li>• Recall and use doubles of all numbers to 10 and corresponding halves.</li> <li>• Solve simple one-step problems in addition, subtraction, including missing numbers, multiplication and division.</li> <li>• Use number bonds and related subtraction facts within 20.</li> <li>• Understand fractions as part of a whole and find and name half and a quarter of an object, shape or quantity.</li> <li>• Describe positions, directions and movements, including <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math> turns.</li> <li>• Tell the time to the hour and the half hour and record on a clock face. Record times in hours, minutes and seconds..</li> <li>• Recognise common 2D and 3D shapes.</li> </ul>
<b>RE</b>	<p>We will be learning about Harvest during the first half term. We will look at what it means and harvest traditions around the world.</p> <p>We will also look at what harvest means in Judaism and compare it to Christianity.</p> <p>We will then look at the Nativity Story and the importance of the birth of Jesus as a saviour and gift from God.</p>	<p>Children will study stories Jesus told, then moving on to learn about the importance of Easter, and celebrating new life.</p> <p>Children will be exploring what life was like for Jesus when he was alive on Earth many years ago and looking at how the world is different over 2000 years later.</p>	<p>We will be learning about God and Creation during the first half term and we will be focusing upon Joseph and his significance in the Bible.</p>

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<b>Science</b>	<p>Animals including Humans Children will learn about their bodies and senses in this topic. They will observe changes over time and think about the question how do we change as we get older? They will also collect data, look for patterns and carry out investigations.</p> <p>Later in the term, the children will look carefully at the behaviour and habitats of creatures (mini-beasts), they may find in the school grounds. They will learn about a variety of common animals with a particular focus on the pets we keep and how we keep them happy and healthy.</p> <p>Seasonal Changes Children will begin to look at the four seasons and understand differences/changes between them, including typical (or untypical) weather and what happens to the natural surrounds in each period.</p>	<p>Seasonal changes; Children will continue learning about the differences between the 4 seasons, including a more in-depth study of the weather. We will be undertaking simple tests to help our research and carry out observations over time to record different weather where we live. This data will be studied at the end of the summer term.</p> <p>We will then looking at structures of plants and researching different types of plants and flowers that we can see in spring.</p>	<p>Materials; We will carry out puddle observation to find out why the water will come and go. We will also study everyday materials and their properties as we design and build a house for the 3 little pigs.</p> <p>Seasonal Changes; We will look at data collected from spring and compare to summer months over time. Including: -rainfall compare to spring -wind -temperature compare to winter -cloud coverage -length of shadows to investigate the sun in both spring and summer</p> <p>We will go on a summer walk to look for seasonal changes and identify, and name flowers and plants in our area. We will be researching so we can name some in our local area,</p>
<b>History</b>	<p>We will look at our royal family and research into their family tree with a focus on Queen Elizabeth II. We will then research answers to our own questions to inform writing a biography of the Queen.</p> <p>We will then visit Blackburn museum to study artefacts to find out more about the past of Britain, particularly in our local area of Blackburn and see noticeable changes over time.</p>	<p>We will understand 1066 as a significant time in history when the 1<sup>st</sup> castles were built. We will look at the Bayeux Tapestry as a source of evidence to find out about the events that triggered the need for fortifications in England.</p> <p>We will learn all about types of medieval castles built and study how and why they were built and who would have lived there. We will then compare castles to our own homes and discover the jobs people would have in castle. Visit Hoghton Tower to find out what life was really like in the medieval period.</p>	<p>Children will research the Maasai tribe of Kenya to find out information about them and understand the significance of their culture. Pupils can then compare their own way of living to those living in the Maasai Mara. Children will study significant artists of Kenya and how they influenced the people and culture of the country, in particular Martin Bulinya's artwork of the Maasai tribe and African sunsets.</p>
<b>Geography</b>	<p>Children will be learning the countries that make up the UK and find the major towns, seas and cities in and around it. Using maps/atlas and Google Earth software, children will be able to find certain locations of key towns and cities, identify compass directions and plan and draw maps of our school grounds using the information. We will also find out where Blackburn is on an OS map to recognise local facilities. We will do this by reading a map and symbols that represent them. We will also learn our address and what each part means.</p>	<p>We will find out where in the UK castles can be found and name the cities/towns they are in. We will be enhancing our map and Computing skills by using maps/atlas and Google Earth software and Digi maps to find certain locations of castles and physical features of the areas. Children will then decide which would have been the best location to build a castle by comparing the physical features of different areas, such as, cliff, riverside, mountain or woodland.</p>	<p>Research world locational knowledge, using geographical language. Locate countries on a world map/globe. Learn the names and locations of the 7 continents, oceans and seas. Learn the 5 climate zones' Research how climate influences the lifestyles of Inuit and nomad people, their clothing, transport, homes and food. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of Kenya. Use basic geographical vocabulary to refer to key human &amp; physical features Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p>

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<b>Art</b>	<p>The Art and design project for this term is drawing and painting portraits of the Queen. After forming our own opinions about official portraits that have been created by artists, we will then draw and paint our own portrait. We will learn about different types of pencils and begin to draw using lines and shapes. Then, we will learn to mix tints and tones of colours with white and black to adapt colours hues. We will also understand the primary colours and how secondary colours are made. Children will then display their portraits of Queen Elizabeth II in the 'gallery' for people to view.</p>	<p>We will construct stone keeps out of air-dry clay and begin to use tools to form lines and shape in a 3d form.</p> <p>We will then print castle pictures in the style of Buck Brothers. We will etch a castle into a polystyrene tile, colour wash over with blue, green and grey and print onto cartridge paper.</p> <p>Children will also draw a section of the Bayeux Tapestry and colour match designs.</p>	<p>Children will be able to create colourwash pictures to represent polar/desert climates, using 'cool' and 'warm' colours.</p> <p>We will then create posters to advertise one of the climate zones.</p> <p>In our study of Kenya, we will learn about the work of Martin Bulinya, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. We will do this through making African jewellery. Linking with Science, children will collage the seasons for a whole class display. We will be developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>
<b>Design &amp; Technology</b>	<p>Designing, making and serving a healthy sandwich to our parents when we invite them to our 'Afternoon tea with the Queen' when we case showcase all our creative topic work this term.</p> <p>Children will choose the type of bread and filling that would be suitable for a queen and then they make it by using preparation skills such cutting, chopping and grating and present it appropriately.</p>	<p>Children will design and make a 3d castle out of boxes and suitable 'junk' and evaluate their construction.</p> <p>They will use various cardboard boxes to build up into a castle shape in keeping with the key features of a medieval castle. Children can choose from stone keep castle, motte and bailey or concentric castles as their design.</p> <p>Chn then need to make a useable drawbridge the opens and closes using a wheel/winding mechanism.</p>	<p>In conjunction with the materials topic of Science, children will get to design, make and evaluate a house for the 3 little pigs. Children will need to use their science knowledge of properties of materials to design and make the best house to protect the pigs from the big bad wolf. Children will then need to test and evaluate the success of their creation.</p>
<b>Computing</b>	<p>Children will learn how to use Online Safety &amp; explore Purple Mash by using: our own log-in codes and accessing safe websites, using Avatar creator, 2Count (Pictograms) and Paint Projects.</p> <p>Grouping &amp; Sorting Use 2 Programs and 2Quiz Units to sort fruit and shape.</p> <p>Pictograms Use 2Count and 2Connect to collect data and make pictograms.</p>	<p>Lego Builders Use 2Quiz and Paint Projects and Writing Templates. Understand the importance of instructions, write and sequence a set.</p> <p>Maze Explorers Use 2Go to understand direction and how to use direction keys. Use direction keys within an algorithm.</p> <p>Animated Story Books 2Create A Story. Create an e-book and learning how to find and save images using the web</p>	<p>Coding Learn how to use 2Code and create a simple program. Also, children will learn how to design a background and change objects and properties of tables.</p> <p>Spreadsheets Weeks Use 2Calculate children will be adding images to a spreadsheet and using the image toolbox. They will also be using the 'speak' and 'count' tools in 2Calculate to count items.</p> <p>Technology outside school Children will get to walk around the local community and find examples of where technology is used and record their findings.</p>

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<b>Music</b>	<p>Hey You!</p> <p>In this term of music, children will be learning to:</p> <ul style="list-style-type: none"> <li>• use their voices to speak/sing/chant</li> <li>• join in with singing</li> <li>• clap short rhythmic patterns</li> <li>• copy sounds</li> <li>• respond to different moods in music</li> <li>• say how a piece of music makes them feel</li> <li>• say whether they like or dislike a piece of music</li> <li>• identify changes in sounds</li> <li>• clap and repeat short rhythmic and melodic patterns</li> </ul>	<p>Rhythm In The Way/Banana Rap</p> <p>In this term of music, children will be learning to:</p> <ul style="list-style-type: none"> <li>• use their voices to speak/sing/chant</li> <li>• join in with singing</li> <li>• To clap short rhythmic patterns</li> <li>• To copy sounds</li> <li>• make different sounds with their voice</li> <li>• make different sounds with instruments</li> <li>• make a sequence of sounds</li> <li>• choose sounds to represent different things and feelings</li> </ul> <p>Listen to and learning to sing/sing along with nursery rhymes and action songs.</p>	<p>WOPs Ukulele</p> <p>In this term of music, children will be learning to:</p> <ul style="list-style-type: none"> <li>• Play classroom instruments and share and perform the learning that has taken place.</li> <li>• make different sounds with instruments</li> <li>• make a sequence of sounds</li> </ul> <p>They will be listening and responding to different styles of music and embedding foundations of the interrelated dimensions of music.</p>
<b>Physical Education</b>	<p>Dance – Animals</p> <p>Children will develop an animal dance routine following a 4-count pattern. They will study animal movements and emulate these in their routine using their bodies to make shapes and movement. Their self-choreographed routine will encompass different ways of moving and travelling, varying levels and pathways.</p> <p>Dance – Traditional British Dancing.</p> <p>Children will have a chance to sample traditional dancing from the countries of the United Kingdom, with a focus of country dancing from England and Wales. Children will be able to learn a group dance following a repeated rhythm and pattern and perform it.</p>	<p>Striking and fielding:</p> <p>We will be learning to develop our throwing and catching skills and use these skills in games. We will use target skills and apply them to attacking and fielding activities. Children will learn to throw and catch from under arm and over arm. When sticking, we will be learning when to run after sticking a ball and when not to.</p> <p>Target Games:</p> <p>We will be learning how to punt a ball accurately and control it. Children will learn how to use equipment and stand in position when preparing to strike.</p>	<p>Gymnastics- forming pathways.</p> <p>Children will create a pathway sequence of both short and long, using balance skills. They will define shape, line, symmetry and asymmetry with their bodies and limbs and coordinate themselves on both floor and apparatus in an elegant motion.</p> <p>Striking and fielding games skills 2- using the skills we have learnt and apply them to games.</p>

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<b>PSHE</b>	<p>Christian values</p> <ul style="list-style-type: none"> <li>• Thankfulness</li> <li>• Trust</li> <li>• Why should I be good?</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Tolerance</li> </ul> <p>Religious Festivals</p> <ul style="list-style-type: none"> <li>• Diwali</li> <li>• Birthday of Guru Nanak</li> <li>• St Andrew’s Day</li> <li>• Harvest</li> <li>• Christmas</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Friendships</li> <li>• Bullying</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>• Keeping safe at home</li> <li>• Road safety</li> <li>• Firework safety</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• Growth mindset</li> <li>• Martin Luther King</li> <li>• Seven Wonders of the World</li> <li>• Stereotypes</li> <li>• Nelson Mandela</li> </ul>	<p>Christian Values</p> <ul style="list-style-type: none"> <li>• Compassion</li> <li>• Forgiveness</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• Respect</li> </ul> <p>Religious festivals</p> <ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• St David’s Day</li> <li>• Purim</li> <li>• Easter</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>• Courtesy and manners</li> <li>• What is a family?</li> <li>• Self-respect</li> <li>• Managing conflict</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>• Sleep matters</li> <li>• How are you feeling?</li> <li>• Safer Internet Week</li> <li>• Five Ways to Wellbeing</li> <li>• Who can I trust?</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• Growth mindset</li> <li>• Martin Luther King</li> <li>• Seven Wonders of the World</li> <li>• Stereotypes</li> <li>• Nelson Mandela</li> </ul>	<p>Christian Values</p> <ul style="list-style-type: none"> <li>• Saying sorry</li> <li>• Hope</li> <li>• Endurance</li> </ul> <p>British Values</p> <ul style="list-style-type: none"> <li>• The Rule of Law</li> <li>• Individual liberty</li> </ul> <p>Religious festivals</p> <ul style="list-style-type: none"> <li>• St George’s Day</li> <li>• May Day</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>• What is ‘old’?</li> </ul> <p>Health</p> <ul style="list-style-type: none"> <li>• What makes you nervous?</li> <li>• Healthy Eating</li> <li>• Essential exercise</li> <li>• Safety in the sun</li> <li>• Look after your teeth!</li> <li>• Wash your hands!</li> <li>• Hobbies</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• Musical appreciation</li> <li>• Metacognition</li> <li>• I love reading!</li> </ul>