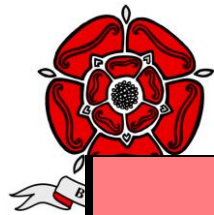




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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Author of the Half Term	Giles Andreae	Michael Bond	Nick Butterworth	Eric Carle	Traditional Tales	Explorers Texts
Class Readers	Fantastic Mr Fox – Roald Dahl		Poetry	Hotel Flamingo – Alex Milway	Aesop’s Fables	
Values	Generosity	Friendship	Wisdom	Freedom	Respect	Family
Predictable Interest	A new school year Harvest Autumn	Halloween Bonfire night Christmas Remembrance Day Winter	New Year Valentine’s day Pancake Day Chinese New Year	Easter Mother’s Day Spring World Book Day	Sports Day Earth Day Eid	Father’s Day Summer Fair Choral Speaking
Literacy	Drawing Club Fiction Traditional Tale TV Video Clip <ul style="list-style-type: none"> Spell words containing known phonemes Letter formation Naming the letters of the alphabet in order Write dictated sentences Compose a sentence orally before writing it 	The Curious Quest Fiction Non-Fiction Poem <ul style="list-style-type: none"> Using finger spaces Common Exception Words Using adjectives Capital letters for names Capital letters for personal pronoun 'I' 	The Curious Quest Fiction Non-Fiction Poem <ul style="list-style-type: none"> Plurals Using question marks Composing sentences orally before writing Days of the Week Suffixes-er, est Use the joining clause 'and' 	The Curious Quest Fiction Non-Fiction Poem <ul style="list-style-type: none"> Time Openers and Imperative verbs Exclamation Marks Reciting a poem by heart Prefix-un Questions and Statements 	The Curious Quest Fiction Non-Fiction Poem <ul style="list-style-type: none"> Suffixes- ed, ing Forming short narratives Capital letters for people and places Time openers and Imperative verbs Joining sentences with conjunctions including 'and' 	The Curious Quest Fiction Non-Fiction Poem <ul style="list-style-type: none"> Forming short narratives Suffixes-Recap Reciting a poem by heart (End of Year 1 Poem) Reading focus-contractions and apostrophe
Maths	Place Value (within 10) Addition Subtraction Shape		Number-Place Value (within 20) Number-Addition and Subtraction with in 20. Place Value (within 50) Measurement – Length and height. Measurement – Mass and volume.		Number – multiplication and division Number – fractions Geometry – position and direction Number – Place value (within 100) Measurement – Money Measurement – Time	
COMPUTING	Mouse and Cursor Skills	Programming	Text and Images	Comic strips – Balloon journey	Design a creation using a computer software-design to be made in continuous provision.	Music creation – Our time in Year 1 (Choral Speaking)
Music	Musical Spotlight: My Musical Heartbeat Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat. Social Question: How can we make friends when we sing together? Harvest Songs Charanga: Hey You	Musical Spotlight: Dance, Sing and Play! Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together. Social Question: How does music tell stories about the past? Christmas Carol Concert	Musical Spotlight: Exploring Sounds Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies. Social Question: How does music make the world a better place? Charanga - In The Groove	Musical Spotlight: Learning to Listen Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit? Social Question: How does music help us to understand our neighbours?	Musical Spotlight: Having Fun with Improvisation Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups. Social Question: What songs can we sing to help us through the day?	Musical Spotlight: Let's Perform Together Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year. Social Question: How does music teach us about looking after our planet?



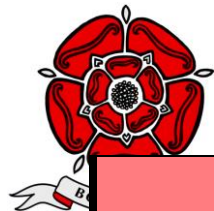
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PE	FMS Baseline Assessment	Year 1 Dance FMS- Rolling a ball	Year 1 Gymnastics FMS-Bouncing and Catching a ball	Dance FMS- Underarm Throw	Sports Day Practice FMS – over arm throw.	KS1 Athletics FMS Kicking
RE	Christianity (God) Key Question: Why do Christians say that God is a 'Father'? Coverage: <ul style="list-style-type: none">• God the Father• Prayer	Christianity (Jesus) Key Question: Why is Jesus special to Christians? Coverage: <ul style="list-style-type: none">• The Nativity Story• Beliefs about Jesus as God incarnate• Christmas	Islam Key Question: How might beliefs about creation affect the way people treat the world? Coverage: <ul style="list-style-type: none">• God as a creator• Care for the planet	Judaism Key Question: Why might some people put their trust in God? Coverage: <ul style="list-style-type: none">• God's promise• Noah• Abraham• Trusting in God	Hindu Dharma Key Question: What do Hindus believe about God? Coverage: <ul style="list-style-type: none">• One God in many forms• God in all things• Expressing ideas about God	Christianity (Church) Key Question: How might some people show that they 'belong' to God? <ul style="list-style-type: none">• Baptism• Belonging
PSHEE	1 Decision Keeping/Staying Safe-Road Safety Keeping/Staying Healthy-Washing Hands Relationships-Friendship		1 Decision Being Responsible-Water Spillage Feelings and Emotions-Jealousy Computer Safety-Online Bullying		1 Decision Our World-Growing in our World Hazard Watch – is it safe to eat or drink? Is it safe to play with? Fire Safety RSE (Whole School)	

Science, foundation objectives and topics will be decided termly according to child-interests.

Please see our current retrospective yearly overview for science, art, DT and topic.

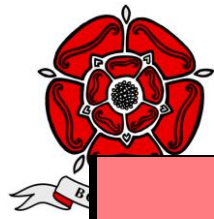
Science	<p>SCIENCE: Seasons and Weather</p> <p>To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies</p>	<p>SCIENCE: Seasons and Weather</p> <p>To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies</p>	<p>SCIENCE: <i>Materials</i> – Explore materials and their properties To 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.</p> <p>SCIENCE: Seasons and Weather</p> <p>To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies</p>		
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Subjects and Coverage
(Retrospective overview)

<p>Art To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To use a range of materials creatively and make products.</p> <p>Observational Drawing</p> <p>Leaf Rubbings-Take rubbings of trees and impressions of leaves around school.</p> <p>To learn about the work of artists</p> <p>To learn about Fruit and Vegetable Portrait for Harvest Giuseppe Arcimboldo.</p> <p>History:</p> <p>Transport</p> <p>How has transport developed over time? Children should be able to order transport through time.</p> <p>Science Seasons and Weather</p>	<p>Art Recognise primary colours and use an experiential approach to simple colour mixing to discover secondary colours.</p> <p>e.g. exploring colour Benefit from experiences learnt through drawing (in column 1) (mark-making, observational drawing, experimental drawing) and apply these skills to painting and collage: e.g. mark making with acrylic paint and painting a rainbow-forest</p> <p>Create water wash, bubble and picture using tones and water colours.</p> <p>Christmas Makes Children create silhouette Christmas cards with washed backdrop and chosen black Christmas silhouette. Chalk and glue drawing</p> <p>History:</p> <p>Explorers-Amelia Earhart and Neil Armstrong</p> <p>What is an explorer? An explorer is someone who travels to find new information or resources.</p> <p>Who was Amelia Earhart? Amelia Earhart was the first woman to fly solo (by herself) across the Atlantic Ocean. She disappeared attempting to cross the Pacific Ocean in 1937.</p> <p>Why is she important to people? She is important as a role model to other budding explorers, and to other women wanting to follow their dreams.</p> <p>Who was Neil Armstrong? Neil Armstrong was the first man to walk on the moon, on 20th July 1969.</p> <p>What famous line did he say as he stepped onto the surface of the moon? "That's one small step for man, one giant leap for mankind.</p> <p>Changes in Living Memory <i>(where appropriate, these should be used to reveal aspects of change in national life)</i> – Lancaster then and now and changes the children remember in their own lifetime; transport through time.</p>	<p>GEOGRAPHY: To use simple field work and observational skills to study the geography of Bowerham School and its grounds and the human and geographical features of its surrounding environment.</p> <p>To use simple compass directions.</p> <p>To use aerial photographs, devise a simple map and construct basic symbols in a key.</p> <p>-Digi Maps -Google Earth</p> <p>GEOGRAPHY: To use basic geographical vocabulary to refer to: key physical and human features.</p> <p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To name, locate and identify characteristic of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Art</p> <p>Explore simple printmaking. For example, found materials or quick print foam, plasticine printmaking or everyday printmaking, search out found objects to be used as tools for printing to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print. Explore pattern, line, shape and texture.</p> <p>History:</p> <p>Castles/Lancaster THEN and NOW</p> <p>Children should be able to describe some changes they have observed in their lifetime, e.g., buildings being constructed, new play areas, etc. They should give specific details about location, size, how it looks, etc. Children should also describe changes nationally that they remember, e.g., the death of Elizabeth II and the coronation of King Charles III</p>			
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			<p>DT-Design and make a felt coat of arms To design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>To select from and use a wide range of materials and components, including construction materials, textiles.</p> <p>ART: To use a range of materials creatively to design and make products-Valentine's Day Cards-Weaving.</p>			
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