



Creative Curriculum Yearly Overview: Year 1 (2019/20)

Topic	Advent	Lent	Pentecost
Theme	Amazing me! What was the world like before I was born?	Fire, Fire! What did Samuel Peeps say?	Into the Forest What's your favourite season?
Key Vocabulary	Past Present History Future Memory Change Museum Materials Self portrait Design Biography	Bakery River Country Capital city City Factory Cathedral Features Human features Physical features Maps Atlas	Seasons Summer Autumn Spring Winter Weather Pattern Climate Humid Cool Forecast
Key text	Phonics Key texts: Stop and Read picture books Titch - Pat Hutchins The Growing Story Only One You - Linda Kranz https://www.booksfortopics.com/all-about-me	Cinderella Where the Wild Things Are – Maurice Sendak Lost and Found – Anthony Browne Elmer – David McKee	Anthony Browne – Into the Forest Knuffle Bunny – Dogger – Shirley Hughes Beegu – Alexis Deacon
Literacy	Fiction Recount: 'Snip, Snip' (Storytelling book pg 39) Non-fiction	Fiction	Fiction Recount: Little Red Riding Hood (Storytelling book pg 74)

	<p>Discussion: Why did Jack's Grandad tell him to write down his memories?</p> <p>Poetry: Going to Catch Piggy-Wig (Science Storytelling book pg 30) Make up an 'Amazing Me! senses poem</p> <p>Information: Fact file: information about themselves and family</p> <p>CC Assessment Q: What was the world like before I was born? Information text/Explanation</p>	<p>Recount: The Great fire of London (History Storytelling book pg 154)</p> <p>Recount: Diary entry Samuel Peeps</p> <p>Recount: How Coyote brought fire to Earth (Storytelling book pg 97)</p> <p>Non-fiction</p> <p>Instructions: How to bake bread</p> <p>Persuasion: Advert for the new bakery</p> <p>CC Assessment Q: What did Samuel Peeps say? Information text/Explanation</p>	<p>Anthony Browne – Into the Forest</p> <p>Recount: The bird and the forest fire (Science Storytelling book pg 64)</p> <p>Non-fiction</p> <p>Persuasion: Persuade Red Riding Hood not to go into the forest again</p> <p>Anthony Browne – Into the Forest</p> <p>Why you shouldn't go into the forest.</p> <p>Poetry: Poems about forests and plants</p> <p>CC Assessment Q: What's your favourite season? Persuasion</p>
Maths	<p>Maths No Problem</p> <ul style="list-style-type: none"> • Place Value to 10 and 20 • Addition and Subtraction within 20 • Geometry – Position and Direction • 2D and 3D Shapes 	<p>Maths No Problem</p> <ul style="list-style-type: none"> • Measurement- Height and Length • Multiplication • Division • Place Value to 40 	<p>Maths No Problem</p> <ul style="list-style-type: none"> • Fractions • Time • Measurement- Volume and Capacity • Measurement- Mass • Geometry – Space and Direction
RE	<ul style="list-style-type: none"> • Family • Belonging • Waiting 	<ul style="list-style-type: none"> • Special people • Meals • Change 	<ul style="list-style-type: none"> • Holidays and Holydays • Being sorry • Neighbours • Other religions
History	<p>Changes in My Life</p> <ul style="list-style-type: none"> • <i>changes within living memory</i> • <i>Toys (Victorian vs Present/ Parents toys vs Their own)</i> 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • <i>events beyond living memory that are</i> 	<p>Significant people: bravery and courage</p> <ul style="list-style-type: none"> • <i>Florence Nightingale and Edith Cavell</i>

		<i>significant nationally or globally</i>	
Geography	Locational knowledge/human and physical geography <ul style="list-style-type: none"> enhance pupils local awareness use basic geographical vocabulary to refer to key human features and physical features use simple fieldwork and observational skills to study the geography of their school 	Locational knowledge <ul style="list-style-type: none"> name and locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	Human and physical features <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK
Art	Self Portraits <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 Looking at the shapes within their faces. – Pablo Picasso vs 	Images of fire/paint scenes of London burning <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 Colour mixing; drawing and painting 	Nature based art <ul style="list-style-type: none"> To use a range of materials creatively to design and make products Leaf prints and rubbings to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Create a collage of their favourite season to go with their text.
DT	Cars <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Selecting appropriate materials to perform tasks. Evaluate against available products and their original design. Design and create a toy car 	Tudor houses <ul style="list-style-type: none"> Design, select materials, build structures exploring how they can be made stronger. Evaluate their ideas against the original design specification. 	Tents <i>Design, select materials, build structures exploring how they can be made stronger. Evaluate their ideas against the original design specification.</i> <ul style="list-style-type: none"> In groups design and create a tent that will protect from the wind and sun.
Science	<ul style="list-style-type: none"> Everyday Materials Animals including humans 	<ul style="list-style-type: none"> Animals including humans Everyday Materials 	<ul style="list-style-type: none"> Seasonal Changes Plants

Computing	<ul style="list-style-type: none"> • E-Safety – Tell an adult • Key Skills – log on and off, • Handling Information – Pictograms • Digital Art – drawing and mouse skills 	<ul style="list-style-type: none"> • E-Safety • Communication – entering text • Control – sequence a robot • Key Skills – using online learning tools 	<ul style="list-style-type: none"> • E-Safety • Programming – Sequence and debugging • Key Skills – select appropriate online learning tools
Music	Charanga		
MFL			
PE	<ul style="list-style-type: none"> • Games • PE skills 	<ul style="list-style-type: none"> • Real PE Unit 2 • Games • PE skills 	Gymnastics
Trips/experiences		History off the page workshop The Great Fire of London	Odds Farm
Information for parents (websites/visits)	https://www.ruthmiskin.com/en/programmes/phonics/		