Year 1 Timbercroft Curriculum Overview

At Timbercroft we use a thematic approach, teaching subject knowledge and skills of specific subjects within a wider topic based curriculum approach, allowing pupils to make useful meaningful links between areas of learning, and consolidate skills.

Year 1	Autumn Term		Spring Term	Summer Term	
History		**Childhood** This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.		**School Days** This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.	
Geography	**Our Wonderful World** This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.		**Bright Lights, Big City** This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.		
Science	**Everyday materials** Everyday Materials This project teaches children that objects are	**Animals, including humans** Human Senses	**Seasonal changes** Seasonal Changes This project teaches children about the seasons, seasonal changes and typical seasonal weather and	**Plants** Plant Parts This project teaches children about wild and	**Animals, including humans** Animal Parts This project teaches children about animals,

	made from materials. They identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties define its use.	This project teaches children that humans are a type of animal known as a mammal. They name and count body parts and identify similarities and differences. They learn about the senses, the body parts associated with each sense and their role in keeping us safe.	events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK.		garden plants by exploring the local environment. They Planidentify and describe the basic parts of plants and observe how they change over time.	including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and describe their common structures, diets, and how animals should be cared for.
Art & Design	**Drawing** **Street View** This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.		**Painting** **Mix It** This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork		**Sculpture** **Funny Faces and Fabulous Features** This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.	
Design Technology		**Structure** **Shade and Shelter** This project teaches children about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.		**Food** **Chop, Slice and Mash** This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria		**Mechanisms** **Taxi!** This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move

RE **(Greenwich Syllabus)**	**Who am I?/Belonging** In this unit pupils draw on their understanding of what it means to belong. They think about how people show they belong and what is special for them about belonging.	**Christianity (1)** **Jesus' birth and Christmas** This unit introduces pupils to the life of Jesus and how to connect Jesus' life with the Christian festival of Christmas.	**Sikhism (1)** This unit focuses on Guru Nanak, the first of the Sikh teachers. They will learn stories about his life & his teachings about equality.	**Christianity (2)** **Jesus the teacher** This unit introduces the children to the values that Christians believe and how Christians believe Jesus taught them.	**Islam (1)** **Prophet Muhammed** This unit focuses on the beliefs of being a Muslim and why Prophet Muhammad is important to Muslims. They will also learn that the Qur'an is the holy book of Islam.	**Islam (2)** **Five Pillars of Islam**In this unit the children will learn the five pillars of Islam and what worship means to Muslim. They will also explore how Muslims show their respect in everyday life.
RSHE **(PSHE Association + CW resources)**	**Relationships** This unit focuses on: **Families and friendships:** Roles of different people; families; feeling cared for; **Safe relationships:** Recognising privacy; **Respecting ourselves and others:** How behaviour affects others; being polite and respectful		**Living in the Wider World** This unit focuses on: **Belonging to a community:** What rules are; caring for others' needs; looking after the environment; **Media literacy and Digital resilience:** Using the internet and digital devices; communicating online; **Money and Work:** Strengths and interests; jobs in the community		**Health and Wellbeing** This unit focuses on: **Physical health and Mental wellbeing:** Keeping healthy; food and exercise; hygiene routines; sun safety; **Growing and changing:** Recognising what makes them unique and special; feelings; managing when things go wrong; **Keeping safe:** How rules and age restrictions help us; keeping safe online **Relationships & Sex Education:** Understand that we are all different but can still be friends; how children grow and change; explore different types of families and who to ask for help; identify who can help when families make us feel unhappy or unsafe;	
Music (Kapow)	**<u>My favourite things</u>** **Pulse and rhythm** Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these	**<u>Superheroes</u>** **Pitch and tempo** Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a	**<u>Fairy Tales</u>** **Timbre, rhythm and patterns** Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent	**<u>Snail and Mouse</u>** **Fast and slow tempo** Children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform	**<u>Seaside</u>** **Dynamics** Children make links between music, sounds and environments and use percussion, vocal and	**<u>Under the sea</u>** **Musical Symbols** Children create an underwater-themed performance incorporating instrumental, vocal and body sounds

	concepts through listening and performing activities.	story and make music more exciting.	characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale	a rhyme and a song focussing on fast and slow	body sounds to represent the seaside	
Computing **(Teach Computing)**	**Computing systems and networks - Technology around Us** The focus of the unit is recognising technology in school and using it responsibly.	**Creating media - Digital painting** The focus of the unit is choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	**Programming A - Scratch Jr** The focus of the unit is writing short algorithms and programs, and predicting program outcomes.	**Data and information - Grouping data** The focus of the unit is exploring object labels, then using them to sort and group objects by properties.	**Creating media - Digital writing** The focus of the unit is using a computer to create and format text, before comparing it to writing non-digitally.	**Programming B - Programming animations** The focus of the unit is designing and programming the movement of a character on screen to tell stories.
PE **(Complete PE)**	<u>OAA: Team building</u> The focus of the learning is to develop the skills required to make an effective team and to continue to develop our cooperation and communication skills to help us successfully complete a challenge as a team. <u>Health and Wellbeing</u> The focus of the learning is for pupils to understand why agility, balance, coordination are key skills for playing sport.					
	<u>Ball Skills - Hands 1</u> The focus of learning is to throw/pass a ball with increasing control, whilst adjusting their speed and changing direction.	<u>Dance: Growing</u> The focus of learning is to respond to rhythms and patterns through movements, exploring various dynamics and movement qualities.	<u>Gymnastics: Body parts</u> The focus of the learning is to apply 'champion gymnastics' to explore movements and balances on the floor and on apparatus	<u>Ball Skills - Feet 1</u> The focus of learning is to kick a ball with increasing control, whilst adjusting their speed and changing direction.	<u>Attack v Defence - Games for understanding</u> The focus of the learning is to apply simple attacking principles and simple defending principles into a game situation.	<u>Athletics - Jumping 1</u> The focus of learning is to apply our understanding of jumping and skipping into a game