

Science

Plants - 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. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Living things and their habitats – Describe and compare the structure of a variety of animals (fish, amphibians, reptiles, birds and mammals including pets)

Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Animals, including humans

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. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Geography

Locational knowledge

Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Human and physical geography

use basic geographical vocabulary to refer to:
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

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. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Art

Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

History

Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Significant historical events, people and places in their own locality. OUR SCHOOL October 13th 1913.

Religious

Education

The wonder of nature, thankfulness for nature -Harvest, Sukkot
Light - Advent, Christingle, Hannukah
Moral stories
Searching for signs and symbols in everyday life of the faith.
Special Places – where and how can reflections and prayers be made?
Belonging and welcoming - Christening (Christianity), Naming ceremonies (Judaism)
Who is God? Why am I here?
Stories of care and concern – Old Testament, New Testament
Right and wrong

Christianity and Judaism

Computing

- Discovering and Programming
- Visual Information
- Starting Research
- Messages and Virtual Worlds
- Let's create
- Getting Creative

Design Technology

Textiles

Templates and joining techniques

Food

Preparing fruit and vegetables and nutrition requirements for KS1

Structures

Freestanding structures

PSHE and SRE

Autumn 1: Being Me in My World
Autumn 2: Celebrating Difference (including anti-bullying)
Spring 1: Dreams and Goals
Spring 2: Healthy Me
Summer 1: Relationships
Summer 2: Changing Me (including Sex Education)

Jigsaw Y1

Physical Education

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
Participate in team games, developing simple tactics for attacking and Defending.
Perform dances using simple movement patterns.

Swim competently, confidently and proficiently over a distance of at least 25 metres
Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
Perform safe self-rescue in different water-based situations.

Enrichment Opportunities

Pantomime whole school.
Visits from faith community Rev Ruth, Jehovah Witness, Jew
Author visit
Charity work
Outdoor Learning
Dance workshops
Whole school productions
Sports Partnership

Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Play tuned and 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-related dimensions of music.

Infant Owls: Year A Curriculum Overview



Learning Together, Learning for Life

