



Charlestown Community Primary School
Year 1 Curriculum
2017 - 2019



	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Cycle 1:	Where do I live?	The Great Fire of London	Toys	Around the world	Castles	The Seaside
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Cycle 2:	Animals of the World	What came before us?	How do other people live?	Transport of the past	Our wonderful world	The Circus

The above topics will be based on either History or Geography. Other subjects such will link into the topics. Art and Design Technology will alternate each half term and be linked to either a History or Geography topic.

To be an historian I need to develop the following skills:	
To investigate and interpret the past:	<ul style="list-style-type: none"> • Observe and handle evidence to ask questions and find answers to questions about the past • Ask questions such as: What was it like for people? What happens? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past • Identify some of the different ways the past has been represented
To build an overview of world history:	<ul style="list-style-type: none"> • Describe historical events • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did
To understand chronology:	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line • Label time lines with words or phrases such as: past, present, older and newer

	<ul style="list-style-type: none"> • Recount changes that have occurred in their own lives • Use dates where appropriate
To communicate historically:	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents / carers were children, years, decades and centuries to describe the passing of time • Show an understanding of the concept of nation and a nation's history • Show an understanding of concepts, such as civilisation, monarchy, parliament, democracy and war and peace
To be a geographer I need to develop the following skills:	
To investigate places:	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as What is this place like? What or who will I see in this place? What do people do in this place?) • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area • Use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries, continents and oceans • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment • Use aerial images and plan perspectives to recognise landmarks and basic physical features • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding area • Name and locate the world's continents and oceans
To investigate patterns	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles • Identify land use around the school

To communicate geographically:	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather and Key features including city, home, village, factory, farm, house, office and shop • Use compass directions (North, South, East and West) and locational language (e.g near / far) to describe the location of features and routes on a map • Devise a simple map; and use and construct basic symbols in a key • Use simple grid references (A1, B1)
To be an artist I need to develop the following skills:	
To develop ideas:	<ul style="list-style-type: none"> • Respond to ideas and starting points • Explore ideas and collect visual information • Explore different methods and materials as ideas develop
Drawing:	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness • Colour (own work) neatly following the lines • Show patterns and texture by adding dots and lines • Show different tones by using coloured pencils
Painting:	<ul style="list-style-type: none"> • Use thick and thin brushes • Mix primary colours to make secondary • Add white to colours to make tints and black to make tones • Create colour wheels
Collage:	<ul style="list-style-type: none"> • Use combination of materials that are cut, torn and glued • Sort and arrange materials • Mix materials to create texture
Sculpture:	<ul style="list-style-type: none"> • Use a combination of shapes • Include lines and texture • Use rolled paper, straws, paper, card and clay materials • Use techniques such as rolling, cutting, moulding and carving
Print:	<ul style="list-style-type: none"> • Use repeating or overlapping shapes • Mimic print from the environment (e.g. wallpapers) • Use objects to create prints (e.g. fruit, vegetables or sponges)

	<ul style="list-style-type: none"> • Press, roll rub and stamp to make prints
Textiles:	<ul style="list-style-type: none"> • Use weaving to create a pattern • Join materials using glue and / or a stitch • Use plaiting • Use dip dye techniques
Digital Media:	<ul style="list-style-type: none"> • Use a wide range of tools to create different textiles, lines, tones, colours and shapes
To take inspiration from the greats (Classic and Modern):	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers • Use some of the ideas of artists and studies to create pieces
To be a designer I need to develop the following skills:	
To master practical skills (Food):	<ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically • Measure or weigh using measuring cups or electronic scales • Assemble or cook ingredients
To master practical skills (Materials):	<ul style="list-style-type: none"> • Cut materials safely using tools provided • Measure and mark out to the nearest centimetre • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengths)
To master practical skills (Textiles):	<ul style="list-style-type: none"> • Shape textiles using templates • Join textiles using running stitch • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)
To master practical skills (Electricals and electronics):	<ul style="list-style-type: none"> • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage)
To master practical skills (Construction):	<ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products
To master practical skills (Mechanics):	<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms
To master practical skills (Computing):	<ul style="list-style-type: none"> • Models designs using software

To design, make evaluate and improve:	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user • Make products refining the design as work progresses • Use software to design 				
To take inspiration from design throughout history:	<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs • Suggest improvements to existing designs • Explore how products have been created 				
To be a musician I need to develop the following skills:					
Being a musician:	<ul style="list-style-type: none"> • I can use my voice to speak, sing and chant • I can use instruments to perform • I can clap short rhythmic patterns • I can make different sounds with my voice and with instruments • I can repeat short rhythmic and melodic patterns • I can make a sequence of sounds • I can respond to different moods in music • I can say whether I like or dislike a piece of music • I can choose sounds to represent different things • I can follow instructions about when to play and sing 				
Physical Education:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Games Dance	Dance Gymnastics	Games Dance	Games Gymnastics	Gymnastics Dance	Games Gymnastics
To develop my physical and sporting skills I need to develop the following :					
Games:	<ul style="list-style-type: none"> • I can throw underarm • I can hit a ball with a bat • I can move and stop safely • I can throw and catch with both hands • I can throw and kick in different ways 				
Gymnastics:	<ul style="list-style-type: none"> • I can make my body curled, tense, stretched and relaxed • I can control my body when travelling and balancing 				

	<ul style="list-style-type: none"> • I can copy sequences and repeat them • I can roll, curl, travel and balance in different ways 				
Dance:	<ul style="list-style-type: none"> • I can move to music • I can copy dance moves • I can perform my own dance moves • I can make up a short dance • I can move safely in a space 				
PE General skills:	<ul style="list-style-type: none"> • I can copy actions • I can repeat actions and skills • I can move with control and care • I can use equipment safely 				
COMPUTING:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
We are treasure hunters	We are TV chefs	We are painters	We are collectors	We are storytellers	We are celebrating
To be a computing expert I need to develop the following :					
Algorithms and Programming:	<ul style="list-style-type: none"> • I can create a series of instructions • I can plan a journey for a programmable toy 				
Information Technology:	<ul style="list-style-type: none"> • I can create digital content • I can store digital content • I can retrieve digital content • I can use a web site • I can use a camera • I can record sound and play back 				
Digital Literacy:	<ul style="list-style-type: none"> • I can use technology safely • I can keep personal information private 				

Science Topics:

	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Cycle 1:	Animals, including humans	Everyday Materials	Plants	Seasonal Changes	Revise previous objectives	Revise previous objectives

To be scientist I need to develop the following skills:	
Working scientifically:	<ul style="list-style-type: none"> • I can ask simple scientific questions • I can use simple equipment to make observations • I can carry out simple tests • I can identify and classify things • I can suggest what I have found out • I can use simple data to answer questions
Biology:	<ul style="list-style-type: none"> • I can name a variety of common wild and garden plants • I can name the petals, stem, leaf and root of a plant • I can name the roots, trunk, branches and leaves of a tree • I can name a variety of animals including fish, amphibians, reptiles birds and mammals • I can classify and name animals by what they eat (carnivore, herbivore and omnivore) • I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals) • I can sort living and non-living things • I can name the parts of the human body that I can see • I can link the correct part of the human body to each sense
Chemistry:	<ul style="list-style-type: none"> • I can distinguish between an object and the material it is made from • I can explain the materials that an object is made from

	<ul style="list-style-type: none"> • I can name wood, plastic, glass, metal, water and rock • I can describe the properties of everyday materials • I can group objects based on the materials they are made from
Physics:	<ul style="list-style-type: none"> • I can observe and comment on changes in the seasons • I can name the seasons and suggest the type of weather in each season

RE Topics:

Religious Education:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
New Year, New Start!	What makes people important?	What makes some places sacred?	What does it mean to belong to a faith community?	Can stories help us in our life?	How and why do we celebrate special and sacred times?

In RE I need to develop the following skills and my spiritual and emotional well-being and respect for others beliefs:	
To understand beliefs and teachings	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion.
To understand practices and lifestyles	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols
To reflect	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life.
To understand values	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. <ul style="list-style-type: none"> • Show an understanding of the term 'morals'.

