







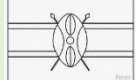







# St Chad's CE School Year 1 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>English</b> <b>Focus text</b>	 <p>Lost and Found - Oliver Jeffers: Adventure Story</p>	 <p>The Queens Hat - Steve Antony: Diary, letter, recount</p>	 <p>Lion Inside -Rachel Bright: Journey Writing</p>	 <p>The Curious Case of the Missing Mammoth - Ellie Hattie: Adventure Poetry: The Zoo</p>	 <p>Toys in Space - Mini Grey: Fantasy Story</p>	 <p>The Tiny Seed - Eric Carle: Factual writing Poetry - Fruit Salad</p>
<b>Enquiry question</b>	<p>How has our High Street changed?</p> 	<p>Where will the Queen's handbag go?</p> 	<p>What is it like to live in Kenya?</p> 	<p>Where in the world are the coldest places?</p> 	<p>Why do astronauts travel into space?</p> 	<p>How have toys changed over time?</p> 
<b>STEAM Outcome</b>	<p><b>MATHS</b> Can I create and carry out experiments then present my data in a variety of ways?</p>	<p><b>TECHNOLOGY</b> Can I design and build a structure using my knowledge and understanding of historical periods?</p>	<p><b>ENGINEERING</b> Can I design and construct a product using my knowledge of the engineering process?</p>	<p><b>ART</b> Can I create a piece of art based on the geography of a place?</p>	<p><b>SCIENCE</b> Can I develop an understanding of the world around me?</p>	<p><b>PERFORMANCE ART</b> Can I explore culture and celebrations from around the world?</p>
<b>Maths</b>	<p>Sort and count objects Recognise numbers as words Count on from any number 1 more and 1 less Less than, greater than, equal to Compare and order numbers Part-whole model Number bonds within 10 Number bonds to 10 Addition - add together Addition problems</p>	<p>Subtraction - find a part Subtraction - take away/cross out Subtraction on a number line Add or subtract 1 or 2 Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns with 2-D and 3-D shapes</p>	<p>Count within 20 1 more and 1 less Use a number line to 20 Compare and order numbers to 20 Add by counting on within 20 Doubles and Near doubles Subtract ones using number bonds Missing number problems</p>	<p>Count from 20 to 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones •The number line to 50 Compare lengths and heights Measure length using objects Measure length in centimetres Heavier and lighter Measure mass Full and empty</p>	<p>Count in 2s, 10s, 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups - sharing Recognise/find a half of an object or a shape or quantity Recognise/find a quarter of an object or a shape or quantity</p>	<p>Describe turns Describe position - left and right - forwards and backwards - above and below Count from 50 to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare any two numbers Recognise coins Count in coins Before and after</p>

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				Measure capacity		Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour and half hour
RE	What is it like to follow God?	What do we think about how the world was made and how we should care for it?	What does it mean to belong?	What did Jesus teach people about God's love? Why did Jesus tell stories?	Where did Jesus live and grow up?	How do religions express new beginnings?
<b>Key Christian themes</b>	<p>Explore stories of the Old Testament. (Joseph, Esther, Mirium)</p> <p>Help pupils to talk about the actions and feelings of the characters and relate them to their own experiences.</p> <p>Consider what we can learn from stories.</p> <p>Learn more about the nature and characteristics of God</p>	<p>Explain how Christians view the creation of the world and try to take care for it.</p> <p>Describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough)</p> <p>Give children the opportunity to develop their perceptions and understanding of God.</p> <p>Provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.</p>	<p>Explore what it means to Christians to belong to a church,</p> <p>Explain what it means to belong to groups, a faith, a family.</p> <p>Recognise symbols which belong to Christianity.</p>	<p>Know that Jesus was a teacher and a leader.</p> <p>Explore the stories that Jesus told and know that he told them to teach us about God.</p> <p>Explore Bible stories that reveal Jesus' power and divine nature.</p> <p>Talk about how and why Jesus was special</p> <p>Recall key teachings Christians believe about God found in the "lost" parables</p>	<p>Understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago</p> <p>Talk about the human nature and experience of Jesus as he lived in the world at that time.</p> <p>Begin children on a journey of understanding that Jesus was a Jew and would have followed Jewish law and traditions.</p>	<p>Deepen children's understanding of what it means to belong through exploring the celebration of baptism</p> <p>Explore the ways in which people of faith welcome babies.</p>
<b>Comparing to Islam, Judaism other worldviews</b>	<p>Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Mezuzah, Star of David.)</p> <p>Describe how Jewish families celebrate festivals with reference to the story of Esther and Purim.</p>	<p>Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated.</p> <p>Explore what people of Jewish and Hindu faith believe about how the world was created.</p>	<p>Describe at least three things that might happen at a Muslim marriage.</p>	<p>Talk about who Muslims say Allah and Muhammed pbuh) are</p>	<p>Describe how Shabbat (day of rest) is important to a Jew and how Jews may go to the synagogue during this period</p>	<p>Describe at least three things that might happen at a Muslim baby's naming ceremony</p>

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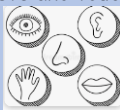



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		<p>Retell two stories that explain how the world was made.</p> <p>Explain how different groups of people believe the world was made (Hindu, <i>Genesis</i>, Big Bang Theory.)</p>				
Science	<p><b>Materials</b></p> <p>What properties do materials have? What materials are best at keeping us dry?</p> 	<p><b>Animals including Humans</b></p> <p>Which parts of our body do we need to see, hear, smell, taste and touch?</p> 	<p><b>Animals including Humans</b></p> <p>What is an animal?</p> 	<p><b>Living Thinsg</b></p> <p>Are all trees the same?</p> 	<p><b>Living Things</b></p> <p>Can we name the parts of flowering plants?</p> 	
	Seasons: Autumn and Winter		Seasons: Winter and Spring		Spring and Summer	
Substantive Knowledge	<p>Know there are four seasons: winter, spring, summer and autumn.</p> <p>Know the order of the seasons.</p> <p>Know that seasons lead to changes in plants and animal's behaviour.</p> <p>Know that in different seasons, it gets light and dark at different times.</p> <p>Know that the warmest temperatures are usually in the summer and the coldest in the winter.</p> <p>Know the changes in weather in each season.</p>					
Disciplinary Knowledge	<p>Make observations about living things in the local area in each season. Observe changes and link to seasons</p> <p>Compare and contrast the length of days and the weather in different seasons.</p> <p>Draw together the knowledge learnt to make statements about each of the seasons.</p>					
Scientists	Charlotte McCurdy Carol Kirkwood Charles Macintosh		Steve Backshall	David Attenborough	David Douglas	Alan Titchmarsh
Substantive Knowledge	<p>Name a variety of everyday materials.</p> <p>Know that objects are made from materials.</p> <p>Describe and name the simple physical properties of a variety of everyday materials</p> <p>Become familiar with the term absorbent/not absorbent</p>		<p>Know where parts of the body are - head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>	<p>Know that all animals move freely, eat other living things, need water, produce young.</p> <p>Know that each animal group has a set of characteristics. some of</p>	<p>Know and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>	<p>Know that roots are the part of the plant which is under the ground</p>

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	Become familiar with the terms waterproof/not waterproof	Know that eyes are associated with sight, ears with hearing, noses with smelling, skin with touching and tongues with taste	which are unique to them: birds, mammals, reptiles, amphibians, fish Know that humans are mammals Know carnivores eat other animals and not plants. Know herbivores eat plants and not animals. - Know omnivores eat both plants and animals	Identify and describe the basic structure of trees - trunk, branch, bark, blossom. Know that deciduous trees lose their leaves in winter. Know that evergreen trees keep their leaves all year round.	Know how to identify and describe flowers, petals, roots, stem and leaves of flowering plants.
<b>Disciplinary Knowledge</b>	Know how to sort objects according to the material they are made from. Ask and suggest answers to one key question: What properties does the material have? Using observation of the different materials, suggest answers Use simple equipment for measurement - a teaspoon to measure water Measure the water gathered from each material and present this in a pictogram. Perform a simple test to find out which material is the most waterproof. Collectively draw a conclusion about which material is best for keeping us dry	Know that scientists compare things and observe closely to answer questions Test each of their senses to answer the lesson's question and identify which body part is required for each test. Use evidence from the tests to draw conclusions	Identify the characteristics of birds and fish; identify what is the same and what is different about these two animal groups. Sort animals into the 5 animal groups using knowledge learnt to make decisions about animals that are difficult to place and decide whether humans are animals Using knowledge of animals and their diets, group them accurately into herbivores, carnivores and omnivores	Identify and classify plants as garden plants, wild plants, trees or weeds. Know that by observing living things over time, we can monitor changes. Plant seeds and monitor growth over time, drawing pictures of different stages of development Gather and record data (the thickness of a tree trunk) to help answer questions. Gather data about the thickness of tree trunks and compare and contrast to understand variation Choose ways to sort leaves	Identify and describe the roots of a plant by observing closely using simple equipment - magnifying glasses/hand lenses Observe the parts of a flowering plant closely using simple equipment - magnifying glasses/hand lenses Use string to measure trunks and then order them according to size.
<b>History</b>	<b>Local History</b> To study the locality of Winsford focusing on past and present high street and school experience			<b>Significant Individuals - Space Explorers</b> To develop knowledge of Mae Jemison, study why she was important and understand the legacy she and other space explorers leave behind them.	<b>Changes over time - Toys</b> To learn about changes within living memory by exploring toys from today to those in Victorian times, focusing on the changes of materials and technology of toy making.
	Research Winsford and its High Street Recount changes that have occurred in their own lives.			Ask questions about the past especially about significant historical events, people and places	Start to develop chronological understanding- toys past and present.

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	Learn about what the school would have been like in Victorian times Describe changes that have happened in the locality of the school throughout history. Ask questions about the past.				Describe significant people from the past who are space explorers. Recognise that there are reasons why people in the past acted as they did Use artefacts, pictures, stories and online resources to find out about the past.	Know the difference between long ago and now. Tell the past is different from today. Understand how things have changed over time. Place events and artefacts in order on a timeline/ Label time lines with words or phrases such as past, present, older, newer.
<b>History Skills</b>	Ask questions about things which have happened in the past; Be able to say how we know about the past and how some artefacts might tell us things about the past;					
<b>Geography</b>	Use simple fieldwork and observational skills to study the geography of Kelsall school 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.					
	Plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	<b>What is the city of London like?</b> Explore our locality in comparison to Kenya and compare how life is different in these places	<b>What is life like in Kenya?</b> Explore our locality in comparison to Kenya and compare how life is different in these places	<b>Where are the coldest places in the world?</b> Name, locate and identify characteristics of the seven continents Use world maps, atlases and globes to identify continents - looking at cold areas (equator). Identify the location cold areas of the world in relation to the Equator		
<b>Art</b>	<b>Drawing</b> The High Street LS Lowry	<b>Collage</b> London landmarks Monet Le Corbusier Metzinger	<b>Textiles</b> Africa Kente Cloth	<b>Mixed Media</b> The Arctic	<b>Printing</b> Seasons	<b>Painting</b> Plants Eric Carle
	Collect ideas from the work of LS Lowry. Compare their own work to LS Lowry's. Create lines of different thicknesses.	Create different backgrounds using a variety of materials eg newspaper, tissue paper, magazines Use a combination of materials that have been cut, torn and glue.	Use patterns from African art in their work. Use a variety of materials, e.g. sponges, fruit, blocks to print	Try using a variety of methods and use different materials Draw on different surfaces with a range of media. Use differently textured and sized media.	Use a variety of tools and techniques including different brush sizes and types. Match colours to seasons.	Experiment with tools and techniques e.g. layering and mixing media. Create textured paint by adding sand, plaster. Mix primary colours to make secondary colours.

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	Use different materials such as pencils, pastels and felt tips to draw.	Add texture by mixing materials	Use a dyeing technique to alter a textile's colour and pattern Decorate textiles with glue or stitching, to add colour and detail Explore decorating and embellishing textiles to add detail, colour and effect.	Make observations and draw different lines and shapes.	Select materials to represent different seasons. Use natural materials to print and create different textures.	Study the techniques of Eric Carle to apply to own work.
						
DT		<b>Textiles</b> <b>Make a Hat for the Queen</b>	<b>Mechanisms</b> <b>Pop up Pictures</b>			<b>Food</b> <b>Fruit and vegetables</b>
		Think about the Queen as the user of the hat Develop simple design criteria as a class based on the user and the purpose. Select from and use textiles according to their characteristics Understand how simple 3-D textile products are made, using a template to create shapes Cut and join fabrics using different techniques. Add finish to a product based on their historical knowledge	Explore a range of existing books and everyday products that use simple sliders and levers. Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Make a picture which aims to have two moving mechanisms			Explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely Understand where a range of fruit and vegetables come from e.g. farmed or from different countries or grow wild.

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PE	Health and Wellbeing	Gymnastics Wide Narrow Curled	Dance: The zoo	Gymnastics Body Parts	Team Building	Dance: Growing
	Understand what agility means and explore ways of being more 'agile' when moving. Understand why we need to be agile when playing sport.	Explore moving in ways that make the body wide, Find ways to roll and balance which are narrow. Explore ways of balancing which are curled.	Respond to the stimulus (big animals) using a range of different, controlled movements showing character expression	Explore using big parts of the body to move. Balance on different body parts on the floor and on apparatus.	Introduce teamwork. Understand why it is important to include everyone when working as a team and how it feels to be left out. Learn and understand what makes an effective team.	Respond to rhythm and patterns through movement. Learn how to control and co-ordinate their bodies to perform movements through the 'growing' theme
	<b>Locomotion: Running</b>	<b>Ball skills: Hands 1</b>	<b>Ball skills: Feet</b>	<b>Locomotion: Jumping</b>	<b>Ball skills: Hands 2</b>	<b>Games for Understanding: Attack v Defence</b>
	Explore running using different body parts and different techniques and begin to understand how to run efficiently.	Develop bouncing (dribbling). Explore different ways of sending (passing) the ball to a partner.	Recap the different ways of using our feet to move with a ball. Develop an understanding of the meaning of the word, 'control,' and why it is important to keep the ball close.	Explore jumping, in different directions, at different speeds and different levels. Begin to understand the different reasons when, where and why we jump in different ways	Introduce throwing (underarm). Understand how we throw a bean bag underarm and why.	Understand the basic principles of attack. Learn what 'attacking' means and why we attack during a game.
Music	Listening and Appraising		Call and Response		Instruments: Glockenspiels	
	Experiment with the timbre of percussion instruments, learning how to play them gently, quietly, and slowly. Actively listen to 'Aquarium', representing two musical ideas with movement Learn to sing Down there under the sea rhythmically and in tune. Listen to a piece of classical music from a ballet.		Learn about the history of call and response. Learn and take part in different call and response songs. Play along a steady beat on tuned percussion.		Introduce the glockenspiel as a musical instrument and explain its German name (meaning "bell play"). Model the correct way to hold the mallets and strike the keys. Focus on the notes C, D, and E, Learn to ply simple traditional tunes	
ICT	1.1 Introduction	1.3 Pictograms	1.5 Maze Explorers	1.6 Story books	1.4 Lego Builders	1.7 Coding
	Login. Create an avatar and understand why it is useful. Add name to a picture.. Save work. Find saved work. Logout.	Discuss and illustrate the transport used to travel to school. Contribute to the collection of class data. Create a simple pictogram	Know how to use the direction keys to move forwards, backwards, left and right. Know how to create a simple algorithm. Know how to debug.	Know the difference between a traditional book and an e-book. Use the different drawing tools to create a picture on the page.	Know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective. Follow instructions in a computer program.	Know that for the computer to make something happen, it needs to follow clear instructions. Explain what a block of code is.

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				Add text to a page and change the colour, font and size of the text. Add an animation to a picture. Add a sound to the page.	Understand how the order in which the steps of a recipe are presented affects the outcome. Organise instructions for a simple recipe.	Make a background design. Add characters. Use the drop-down menu to change backgrounds and characters. Write a program that controls how a character will move. Program a sound to play when objects collide.
<b>PSHE</b>	<b>Health and Wellbeing</b>		<b>Dreams, Goals and Character</b>		<b>Relationships Celebrating Differences</b>	
	Establishing routines and school behaviour expectations Understand that choices have consequences Learning to recognise feelings from each of the Zones of Regulation and what tools we can apply in each zone. Developing empathy and recognising other people's feelings. Understanding the difference between being healthy and unhealthy - relate to food, hygiene and sleep Knowing how to keep safe when crossing the road		Setting simple goals and working towards these Identifying obstacles which make achieving their goals difficult and work out how to overcome them Celebrating success in our own and others goals Learning how enthusiasm can make you feel good and positive through Amy Johnson Discovering who Frida Kahlo was and how resilience helped her and how it can help us to meet goals Thinking about how optimism helps you feel positive, confident and able to meet goals through Jesse Owens Exploring the teamwork skills which helped Walt Disney be successful.		Recognising what is mean by bullying Understanding who to tell if they or someone else has a problem or is feeling unhappy Knowing that people are unique and that it is OK to be different Understanding that families are founded on belonging, love and care Knowing who to ask for help in the school community	

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