

Year 1 Wider Curriculum

	Autumn	Spring	Summer
Science	<p>Seasonal Changes Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Seasonal Changes Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Everyday materials Pupils should be taught to:</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Seasonal Changes Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> 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.
Geography	<p>Where are we in the world? Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and physical geography</p>	<p>Whatever the weather! Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Where is it hot or cold? Human and physical geography locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p>

	<p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • 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 <p>Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries</p>		
History	<p>Can I begin to identify the main differences between old and new objects? Can I identify objects from the past, such as old toys? Changes within living memory</p>	<p>What was life like in space? [Neil Armstrong] Significant individuals in the past who have contributed to national and international achievements.</p>	<p>What was Leeds like during the Victorian era? Significant historical events, people and places in their own locality</p>
Art	<p>How is the world filled with colour?</p> <p>Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.</p> <p>Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media</p>	<p>Lines</p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour.</p> <ul style="list-style-type: none"> • Use drawing to develop and share their ideas, experiences and imagination. 	<p>Print Artists: Andy Warhol and Paul Carney</p> <p>Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.</p>

			<p>Design patterns of increasing complexity and repetition.</p> <ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques.
I.T.			
D.T.	<p>Smoothies – Cooking and nutrition</p> <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. 	<p>Moving storybook – Mechanisms</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p>	<p>Puppets – Textiles</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p>

		<ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<ul style="list-style-type: none"> • evaluate their ideas and products against design criteria
MFL			
Music			
P.E.			
R.E.			
PSHE			
Citizenship			