



# Year 1 Curriculum

## Wainwright Primary Academy

	Autumn	Spring	Summer
<b>Question</b>	What makes you the person you are?	Is there anything beyond what I can see?	I do like to be beside the seaside – do you?
<b>Quotation</b>	Today you are you – that is truer than true. There is no one alive that is you-er than you!	So much universe and so little time.	Let the sea set you free.
<b>Characteristic</b>	Self - Esteem	Curiosity	Joy
<b>English (Core Texts)</b>	Pumpkin Soup Santa Post	The Man on The Moon The Day the Crayons Quit	The Snail and The Whale The Lighthouse Keeper's Lunch
<b>Shakespear Week</b>	Midsummer Night's Dream		
<b>Poetry Week</b>	Firework Night		
<b>Maths</b>	<i>Power Maths:</i> Number, addition and subtraction: comparison and composition to 10 Number, addition and subtraction: additive structures Number, Addition and Subtraction: Strategies within 10 Geometry – Properties of shape: 2D and 3D shapes	<i>Power Maths: Geometry – Properties of shape: 2D and 3D shapes</i> Composition of numbers: multiples of 10 up to 100 Composition of numbers 20 – 100 Composition of numbers 11 to 19	<i>Power Maths:</i> Multiplication and Division: Counting and unitising coins Geometry - Position and Direction Fractions Measurement: Time Measures
<b>Science</b>	<u>Biology:</u> Body Systems including Germs, diseases, and preventing illness	Chemistry: Materials	Biology: Animals & Living Things
	<b>Through provision</b> Plants – Ongoing throughout the year Season Cycles – Ongoing throughout the year		
<b>History</b>	Who's toys are the best? <b>Substantive concepts:</b> Empire <b>Disciplinary concepts:</b> Change and continuity	Who wants to be an explorer? <b>Substantive concepts:</b> Significant people <b>Disciplinary concepts:</b> Historical significance	What is special about the Seaside? <b>Substantive concepts:</b> Empire <b>Disciplinary concepts:</b> Similarity and difference
<b>Geography</b>	Our Local Area	Weather and Climate	Geography of the British Isles
	The United Kingdom		
<b>Religious Education</b>	<b>Autumn 1</b> Christianity – Does God want Christians to look after the world? Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives? 'Does God want Christians to look after the world? Understanding Humanism – Looking after the world and each other.  <b>Autumn 2</b> Christianity - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<b>Spring 1</b> Christianity - Was it always easy for Jesus to show friendship? Myself and caring for others: How do we show we care for others? Why does it matter?  <b>Spring 2</b> Christianity - Easter – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Celebrations and festivals: Who celebrates what and why?  <b>Jigsaw</b> – Health and Happiness Understanding Humanism	<b>Summer 1</b> Judaism - Shabbat - Is Shabbat important to Jewish children?  Symbols in religious worship and practice: In what ways are synagogues important to believers?  Should there be a special day to commemorate a day away from work? What should you do with special time? Celebrate other occasions like Darwin?  <b>Jigsaw</b> - Relationships (being a good friend) Understanding Humanism – <b>Humanist Ethics</b>  <b>Summer 2</b>

	Celebrations and festivals: Who celebrates what and why?		Judaism - Rosh Hashanah and Yom Kippur - Are Rosh Hashanah and Yom Kippur important to Jewish children?  Celebrations and festivals: Who celebrates what and why?
<b>Art</b>	<p><b>Formal Elements of Art &amp; Drawing</b> Outcomes: Expressive, school wide, collaborative piece. – Imagination, mixed media. A6 self-portrait using HB pencil and a mirror: – Line, tone, observation. Romero Britto A5 inspired artwork – Shape, colour, pattern. Outcome (Autumn 2): A6 Portrait of Ethel Wainwright. – Line, tone, observation. Jacqueline Hurley – Tone, texture, 2D, 3D.</p> <p><b>Painting</b> Outcome: Relief work onto artist example. – Tone, texture, 2D, 3D. Range of paintings using mark making techniques – Line, texture, movement.</p>	<p><b>Sculpture</b> Outcome: Children design their own Chimney and construct their own designs using paper sculpture, and collage skills.</p> <p><b>Collage &amp; Printing</b> Outcome: A range of collagraph printing, using mixed media of everyday inanimate objects.</p>	<p><b>Textiles – weaving</b> Outcome: Children create a sea-life inspired weaving.</p> <p><b>Design and textiles</b> Outcome: Under the sea T-shirt.</p>
<b>Music</b>	<p>Marching Music</p> <p>Samba</p>	<p>Animals in Music</p> <p>Ostinato I</p>	<p>What Can You Hear?</p> <p>Stories in Sound I</p>
<b>Design Technology</b>	<p>Dips and Vegetables</p> <p>Jam Tarts/Mince Pies</p>	<p>Animal Sock Puppets</p>	<p>Vehicles</p>
<b>Computing</b>	<p>Exploring the computer</p> <p>ESafety</p>	<p>How do we use the internet?</p> <p>Databases</p> <p>ESafety</p>	<p>Algorithms</p> <p>ESafety</p>
<b>PE</b>	<p>Invasion Games</p> <p>OAA</p>	<p>Gymnastics</p> <p>Yoga</p>	<p>Multi-skills</p> <p>Athletics</p>
<b>PSHE</b>	<p>Jigsaw: Being me in my world / Celebrating Difference</p>	<p>Jigsaw: Dreams &amp; Goals / Healthy Me</p>	<p>Jigsaw: Relationships / Changing Me</p>