

Cygnet Curriculum Overview Year A 2023/24

Autumn		
English	Journey Story – Little Bear – Focus: Settings Non-Fiction – Making Soup - Instructions Cumulative story – The Enormous Turnip – Focus: Openings Invent writing Poetry	
Maths	REC Counting 5 Subitising to 5 Spatial reasoning - position and shape (2d and 3d)	Year 1 Subitising 0-10 Partition 2,3,4,5,10, 6,7,8,9 Five and a bit Numbers 0-10 including odd and evens Comparison of quantities and measures Counting to 100 Recognise, describe, compose, decompose and manipulate 2d and 3d shapes
Science	REC Understanding the World: Autumn <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see and hear and feel whilst outside. • Recognise that some environments are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	Animals including humans - senses: <ul style="list-style-type: none"> • To know which part of the body is associated with which sense Seasons: <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. Everyday Materials: <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, 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 physical properties.
RE	Special Me (AMV) To understand things that make them who they are To understand what is important to them To reflect on the people that are special to them	

	<p>To see why Jesus might be important to Christians. To find out about what Jesus is like and how he wants Christians to live from the Bible</p> <p>To reflect on the community to which they belong</p> <p>REC PSED:</p> <ul style="list-style-type: none"> • See themselves as a valuable individual <p>Understanding the World:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. Name and describe people who are familiar to them <p>Special Times:</p> <p>To understand why sometimes are special</p> <p>To understand special times in the Christian faith and Jewish faith.</p> <p>To reflect on what makes Hanukkah special for Jews</p> <p>To learn about why Christians celebrate Christmas</p> <p>Diwali</p> <p>REC Understanding the world:</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways
<u>History</u>	<p>Who were... and what did they do for us?</p> <p><i>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</i></p> <p>Focus on: Mary Seacole, Florence Nightingale, Robert Peel</p> <ul style="list-style-type: none"> • To know that Mary Seacole was a nurse. • To know that Mary Seacole lived during the Victorian Period. • To know that Mary Seacole improved healthcare/ hospitals by training staff, making conditions cleaner. • To know that Florence Nightingale was a nurse in the (Crimean) war. • To know that Florence Nightingale helped people by making hospitals cleaner places, training more nurses and making sure people had food to eat. • To discuss changes in healthcare over time. <p>REC Understanding the World:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations from the past • Compare and contrast characters from stories including figures from the past
<u>Geography</u>	<p>Harvest – Where does our food come from? (Linked to Harvest)</p> <p>https://www.foodafactoflife.org.uk/5-7-years/where-food-comes-from-5-7-years/</p> <p>All food comes from plants and animals</p> <p>Plants are grown, animals are reared, some food is caught</p> <p>Food is changed from ‘farm to fork’</p> <p>The origin of foods – where it comes from.</p> <p>Where in the world do different fruits come from</p>

	<ul style="list-style-type: none"> To 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 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 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 <p>Seasons and weather patterns (Human & physical geography)</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom 	
<u>Art</u>	<p>Artist: Emily Gravett Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Begin to use a variety of drawing tools Use drawings to tell a story. Investigate different lines. Explore different textures. Encourage accurate drawings of people</p> <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels). Artist: Henri Matisse Experimenting with and using primary colours. Naming, mixing (not formal) Learn the names of different tools that bring colour. Use a range of tools to make coloured marks on paper.</p>	<p>Artist: Emily Gravett Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Extend the variety of tools. Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs, facial features)</p> <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Artist: Henri Matisse Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools</p>
<u>PE</u>	Autumn 1: Fundamentals, Gym and Welly Walk Autumn 2: Fundamentals, Dance and Welly Walk	
<u>Music</u>	<p>Timbre and Rhythmic patterns (Theme: Fairytales) Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p> <p>Exploring sound: vocal sound, body sound, instrumental sound, environmental sound, nature sound</p>	
<u>PSHE</u>	Rules and my classroom NSPCC work No Outsiders – No one is left out All about me – families and friends Safe Relationships No Outsiders – Liking different things Anti Bullying Valuing difference Online safety	

	<p>REC PSED:</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships • Think about the perspectives of others • ELG – explain the reasons for rules, know right from wrong and try to behave accordingly <p>REC PD:</p> <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully 	
<u>DT</u>	<p>Cooking and Nutrition: Fruit and Veg Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.</p> <p>REC Woodwork</p> <ul style="list-style-type: none"> • design and make 3d structures • stay safe in the woodworking area, using tools safely and listening carefully to instructions • Evaluate my design and talk about how I made the finished product 	
<u>Computing</u>	<p>REC Logging on Using a mouse pad Writing my name using a key-board Drawing a self-portrait using drawing software Use I-pads to take photographs and videos</p> <p>Computational thinking – algorithms and decomposition: Making pumpkin soup (Barefoot computing unit)</p>	<p>Year 1 Computing systems and networks – technology around us Develop your learners’ understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.</p> <p>Creating media – digital painting Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of other artists. Conclude by asking them to consider their preferences when painting with, and without, the use of digital devices.</p>

<u>Spring</u>	
<u>English</u>	<p>Invent writing Journey Story – A Mouse called Maisy – Focus: Adjectives Poetry</p>

	Non-fiction – Looking after a pet – Information Non-fiction invent possible linked to History Shakespeare week Poetry	
Maths	REC Pattern Developing spatial reasoning- symmetry, shape puzzles and construction Subitising 6 - 10 Partitioning 2,3,4,5,10	Year 1 One more, one less Two more, two less Doubles and near doubles Number neighbours Seven tree and nine square Measure time – sequence days, months, events Numbers to ten fact families, including using familiar pairs within ten Consolidate five and a bit structure Aggregation and partitioning using numbers to 10 Addition and subtraction facts within ten Measure capacity and weight
Science	REC: Understanding the World Spring/Plants <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see and hear and feel whilst outside. Recognise that some environments are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	Seasons: <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 Plants: <ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.
RE	Special Places: To reflect on the places that are special to them and how special places need to be treated with care. To know the role of the church building in Christian life and worship. To begin to understand baptism as a way of welcoming children into the church To begin to understand the role of the synagogue in Jewish life and worship. Special Times 2: To be introduced to the festival of Pesah and its origins in the narrative in the Torah. To be introduced to the festival of Easter and why it is the most important festival for Christians. Holi and Chinese New Year	

	REC Understanding the world: <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways 	
<u>History</u>	How have inventions changed our lives over time? Inventions <ul style="list-style-type: none"> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <p>Transport over time:</p> <ul style="list-style-type: none"> How has transport changed over time The development of early cars The changes of cars from the start to electric cars The reasons for the development of roads and cars Who invented trains and the development of these The development of aeroplanes. 	
<u>Geography</u>	How is where I live different to London? <ul style="list-style-type: none"> To locate London on a map To know the countries of the UK To compare London to long Sutton Explore what it would be like to live in London To understand the physical features of London To use simple maps and plans <p>NC</p> <ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 <p>Seasons and weather patterns (Human & physical geography)</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom <p>REC Understanding the world:</p> <ul style="list-style-type: none"> Draw information from a simple map Recognise some environments that are different to the one in which they live 	
<u>Art</u>	Texture (textiles, clay, sand, plaster, stone) Artist: Boro /Sashiko textiles of Japan (link to recycling) Handling, manipulating and enjoying using materials. Sensory experience. Simple collages	Texture (textiles, clay, sand, plaster, stone) Artist: Boro /Sashiko textiles of Japan (link to recycling) Weaving. Collage Sort according to specific qualities How textiles create things Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)

	Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Handling, feeling, enjoying and manipulating materials. Constructing. Building and destroying. Shape and model	Construct Use materials to make known objects for a purpose. Carve Pinch and roll coils and slabs using a modelling media. Make simple joins
<u>PE</u>	Spring 1: Gym and Welly Walk Spring 2: Ball Skills and Welly Walk	
<u>Music</u>	Pitch and tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	
<u>PSHE</u>	No Outsiders – Families Caring for each other Online safety No Outsiders – Families Caring for our world Money Anti Bullying recap	
<u>DT</u>	Junk Modelling	Wheels and Axles Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.
<u>Computing</u>	REC Winter Warmers (Barefoot computing unit) Aspects covered: Algorithms Decomposition Creating Collaborating Tinkering Persevering Technology around us	Year 1: Programming A – Moving a robot This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms. Data and information – grouping data This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability

		to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.
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<u>Summer</u>		
<u>English</u>	Defeat the Monster Story – The Three Little Pigs – Focus: Character Invent writing Non-fiction – Diary for the pigs or wolf – Recount Non-fiction – Big Bad Wolves – Information	
<u>Maths</u>	REC Measures – including time, length, weight and volume Composition 6-9 Comparing numbers to 10 Patterns in number – odd and even, doubles and equal distribution Patterns - repeating Maps and plans	Year 1 Numbers to 20 Unitising and coin recognition Position and direction Half and quarter (link to fractions) Telling the time – hour and half past
<u>Science</u>	REC Understanding the World <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see and hear and feel whilst outside. Recognise that some environments are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	Seasons: <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 Animals including Humans: <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).
<u>RE</u>	Special Stories – Jesus: To begin to understand what the Bible says about Jesus. To find out about what Jesus is like and how he wants people to live from the Bible	
<u>History</u>	Should we call Grace O'Malley a pirate?	

	<ul style="list-style-type: none"> <i>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</i> To ask and answers about what makes a pirate To compare Grace O'Malley with images of pirates from the past and the present To sequence events from Grace's life To describe a picture from the past using appropriate vocabulary To understand the key features of an event To fit people and events into a chronological framework To identify similarities and differences between ways of life in different periods To learn about different ways Grace has been represented 	
<u>Geography</u>	<p>Splash! Why is Water important?</p> <ul style="list-style-type: none"> - To name the main oceans - To know how we use water - To know how important water is and how to save it - To understand how to stay safe in and around water - To understand the basic features of a river - To name local rivers <p>NC</p> <ul style="list-style-type: none"> 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 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 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 <p>Seasons and weather patterns (Human & physical geography)</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom <p>REC Understanding the world:</p> <ul style="list-style-type: none"> Draw information from a simple map Recognise some environments that are different to the one in which they live Recognise some similarities and differences between life in this country and life in other countries 	
<u>Art</u>	<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p>Rubbings</p> <p>Print with variety of objects</p> <p>Print with block colours</p>	<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p>Create patterns</p> <p>Develop impressed images</p> <p>Relief printing</p>

	Pattern (paint, pencil, textiles, clay, printing) Repeating patterns Irregular painting patterns Simple symmetry	Pattern (paint, pencil, textiles, clay, printing) Awareness and discussion of patterns Repeating patterns Symmetry
<u>PE</u>	Summer 1: Athletics, Fielding and Striking and Welly Walk Summer 2: Swimming	
<u>Music</u>	Classical music, dynamics and tempo (Theme: Animals) Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.	
<u>PSHE</u>	No Outsiders – Being yourself Safety Listening to my feelings No Outsiders – I can make my own mind up NSPCC Pants recap Resilience Sleep Online safety	
<u>DT</u>	REC Sewing – Bookmarks EAD <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used. 	Year 1 Textiles: Puppets Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating. Story book character
<u>Computing</u>	REC Boats Ahoy! (Barefoot computing unit) Aspects of computing covered: Algorithms and decomposition Logical thinking Tinkering Pattern Drawing tools – pattern and symmetry	Year 1 Creating media – digital writing Promote your learners’ understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text. Programming animations This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create

		programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.
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