

Marus Bridge Primary School

Curriculum Overview Year 1

Subject	Autumn 1	Autumn 2	Spring 1&2	Summer 1	Summer 2
English	<p>Miss Nelson goes missing! (Fiction)</p> <p>Lists, Labels and captions Recounts</p> <p>Cross Curricular Writing <u>History</u> Recount Report Poem</p>	<p>Beegu (Fiction)</p> <p>Recount Report Narrative</p> <p>Cross Curricular Writing <u>History</u> Recount Report Poem</p>	<p>Rapunzel Traditional Tales (Fiction)</p> <p>Narrative Instructions Poetry</p> <p>Cross Curricular Writing <u>History</u> Recount List, Labels, Captions</p> <p><u>Geography</u> Reports</p>	<p>Out and About Poetry (Poetry)</p> <p>Poetry Report</p> <p>Cross Curricular Writing <u>History</u> Recount List, Labels, Captions</p>	<p>Meerkat Mail (Fiction)</p> <p>Recounts Narrative</p> <p>Cross Curricular Writing <u>Geography</u> List, Labels, Captions Report</p>
Maths	<p>Place Value (4 weeks)</p> <p>Addition and Subtraction (3 weeks)</p>	<p>Shape (1 week)</p> <p>Place Value (2 weeks)</p>	<p>Addition and Subtraction to 20 (4 weeks)</p> <p>Place Value within 50 (2 weeks)</p> <p>Length and Height (1 week)</p> <p>Weight and Volume (1 week)</p>	<p>Multiplication and Division (3 weeks)</p> <p>Fractions (2 weeks)</p> <p>Position and Direction (1 week)</p>	<p>Place Value within 100 (2 weeks)</p> <p>Money (1 week)</p> <p>Time (2 weeks)</p>
Science	<p>My Body I can identify, name and label body parts</p>	<p>Everyday Materials I can identify a variety of common materials.</p>	<p>Seasonal Changes I can find out about</p>	<p>Identifying Animals I can identify and name a</p>	<p>Plants I can describe what a plant is.</p>

Marus Bridge Primary School

Curriculum Overview Year 1

	<p>I can explore what parts of our bodies we use for different activities.</p> <p>I can find out about the five senses, in particular the sense of sight.</p> <p>I can explore the sense of touch, sight, taste, hearing and smell.</p>	<p>I can distinguish between an object and the material from which it is made.</p> <p>I can describe materials according to their properties.</p> <p>I can describe why some materials suit certain objects better than others.</p> <p>I can carry out an experiment to find out which materials are waterproof.</p>	<p>different seasons and how to describe them.</p> <p>I can find out about the seasons and how they are different.</p> <p>I know about how animals are affected by the seasons.</p> <p>I know how humans are affected by the seasons.</p> <p>I can find out how the day length is affected by the seasons.</p> <p>I can investigate the weather during the seasons.</p>	<p>variety of common animals.</p> <p>I can identify and compare common UK mammals, reptiles, birds, fish and amphibians.</p> <p>I understand how to take care of animals.</p> <p>I can collect data about animals and answer questions.</p>	<p>I can identify and describe garden plants.</p> <p>I can identify and describe wild plants.</p> <p>I can identify and describe a range of trees.</p> <p>I can identify the different parts of a plant.</p> <p>I can make observations of growing plants.</p>
<p>History</p>	<p>The Great Fire of London</p> <p>I can use words and phrases like old, new and a long time ago.</p> <p>I can talk, draw or write about aspects of the past</p> <p>I can sort historical objects from 'then' and 'now' and ask questions about the objects</p> <p>I can help how some people have helped us to have better lives</p>	<p>Florence Nightingale</p> <p>I can use words and phrases like old, new and a long time ago.</p> <p>I can sort historical objects from 'then' and 'now' and ask questions about the objects</p> <p>I can help how some people have helped us to have better lives</p>	<p>Seaside</p> <p>I can place known events in the order of when they happened</p> <p>I can sort historical objects from 'then' and 'now' and ask questions about the objects</p> <p>I can ask and answer relevant basic questions about the past</p>		

Marus Bridge Primary School

Curriculum Overview Year 1

	<p>I can sort historical objects from 'then' and 'now' and ask questions about the objects.</p> <p>I can find answers to some simple questions about the past from simple sources of information</p> <p>I can understand key features of events</p>	<p>I can find answers to some simple questions about the past from simple sources of information</p> <p>I can understand key features of events</p>	<p>I can find answers to some simple questions about the past from simple sources of information</p>		
<p>Geography</p>			<p>The Four Seasons (Will run alongside Science) I can find out how the seasons are linked with the months of the year.</p> <p>I can find out about what the weather is like in spring, summer, autumn and winter.</p> <p>I can compare the four seasons.</p> <p>Where do I live? Name the seven continents of the world and locate them on a map.</p> <p>Name the world oceans and locate them on a map.</p>		<p>Life in the City I know what a city is and can locate some major capital cities around the world (China, England, America, Kenya, Australia, and Ireland) I can explore human and physical features of a city (Edinburgh/Cape town).</p> <p>I can explore symbols and patterns to create maps.</p>

Marus Bridge Primary School

Curriculum Overview Year 1

			<p>Use an atlas to find a map of the UK and tell someone where I live.</p> <p>Name the four countries in the UK, and their capital cities, and locate them on a map.</p> <p>Identify features and characteristics of the countries of the UK.</p>		
Design Technology			<p>Textiles - Puppets</p> <p>I can use my own ideas to make something</p> <p>I can make a simple plan before making.</p> <p>I can explain to someone else how I want to make my product.</p> <p>I can compare joining techniques.</p> <p>I can choose appropriate resources and tools</p> <p>I can use basic sewing techniques.</p> <p>I can use simple vocabulary associated with the use of textiles.</p>	<p>Mechanisms - Creating paper toys</p> <p>I can describe how something works.</p> <p>I can make a product that moves.</p> <p>I can choose appropriate resources and tools</p> <p>I can use simple levers and sliding mechanisms to create movement.</p> <p>I know that levers are used in products (e.g scissors)</p>	
Art and Design	<p>Colour Chaos</p> <p>I can copy a picture accurately taking the size</p>	<p>Colour Chaos/Christmas Art</p> <p>I can create a repeating pattern in print.</p>			<p>Nature Sculptures</p> <p>I can use different materials to create a</p>

Marus Bridge Primary School

Curriculum Overview Year 1

	<p>of my drawing into account.</p> <p>I can use my pencil to create lines of different thickness in drawings.</p> <p>When examining the work of an artist, I can describe what I see and give an opinion about it.</p> <p>I can use drawing to create my own art work in response to the work of an artist.</p> <p>I can name the 3 primary and 3 secondary colours.</p>	<p>I can use drawing and painting to create my own art work in response to the work of an artist.</p>			<p>collage in response to the work of an artist.</p> <p>I can use ICT software to create a picture in response to the work of an artist.</p>
<p>Computing</p>	<p>I-Safe (e-Safety) I understand that photos can be shared online I understand the importance of seeking permission before sharing a photo I understand how to identify and approach adults who can help I understand that people online may try to manipulate others, how</p>	<p>I-Algorithm (Giving and Following Instructions) I understand that algorithms are precise instructions that can be followed I can follow a simple algorithm I can devise a simple algorithm I can understand that programs execute by following precise and unambiguous instructions</p>	<p>I-Program (Algorithms and programming) I understand that algorithms are implemented as programs on a range of digital devices I can give instructions to a programmable toy I can plan a simple algorithm to that controls a toy</p>	<p>I-Data I can create a pictogram using collected data I can sort information I can present data using a graph I understand that computers can show real events and things I use a mouse to move things accurately on screen I understand conditions and outcomes</p>	<p>I-Model I use a mouse to move things accurately on screen I understand that computers can be used to make choices I understand that a computer can be used to model an environment where choices can be made I understand that a computer model is not an exact replica of real life</p>

Marus Bridge Primary School

Curriculum Overview Year 1

	<p>this can make someone feel and how to identify and approach adults who can help I understand that photos can be shared online I understand the importance of seeking permission before sharing a photo I understand how to identify and approach adults who can help I understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help</p> <p>I-Write I can recognise that text can be created in a number of ways I can use word processing software to create text I understand that a computer can be connected to a printer</p>	<p>I can plan, test and debug a simple algorithm I can make predictions about an outcome based on a simple algorithm I understand that algorithms are precise instructions that can be followed I can follow a simple algorithm I can devise a simple algorithm I can understand that programs execute by following precise and unambiguous instructions I can plan, test and debug a simple algorithm I can make predictions about an outcome based on a simple algorithm</p>	<p>I can program a virtual object to move to on screen objects I can record a sequence of instructions in a common form and to understand what being online may look like, the different feelings we can experience online and how to identify adults who can help</p>	<p>I understand that some statements can only be true or false I understand why pictograms are useful I can collect and organise information to solve a problem I can create a pictogram using collected data</p>	<p>environments and/or scenarios I can create a representation of a real or fantasy game or story</p>
--	---	--	--	---	---

Marus Bridge Primary School

Curriculum Overview Year 1

	<p>I can select and insert text into a word processing application</p> <p>I can open and save a word processing document</p> <p>I understand the value of using a word processor to produce text</p>				
<p>Music</p>	<p>Hey you!</p> <p>I can use my voice to speak, sing and chant (<u>a capella</u> and with backing).</p> <p>I know how to stay vocally healthy.</p> <p>I can follow instructions about when to play and sing.</p> <p>I can use untuned instruments to perform</p>	<p>Rhythm in the way we walk</p> <p>Banana Rap</p> <p>I can use my voice to speak, sing and chant (<u>a capella</u> and with backing).</p> <p>I know how to stay vocally healthy.</p> <p>I can follow instructions about when to play and sing.</p>	<p>In the groove</p> <p>Round and Round</p> <p>I can use my voice to speak, sing and chant (<u>a capella</u> and with backing).</p> <p>I know how to stay vocally healthy.</p> <p>I can follow instructions about when to play and sing.</p>	<p>Your imagination</p> <p>I can use my voice to speak, sing and chant (<u>a capella</u> and with backing).</p> <p>I know how to stay vocally healthy.</p> <p>I can follow instructions about when to play and sing.</p> <p>I can use untuned instruments to perform</p>	<p>Reflect, Rewind and Replay</p> <p>I can use my voice to speak, sing and chant (<u>a capella</u> and with backing).</p> <p>I know how to stay vocally healthy.</p> <p>I can follow instructions about when to play and sing.</p>

Marus Bridge Primary School

Curriculum Overview Year 1

	<p>I can clap short rhythmic patterns. I can repeat short rhythmic and melodic patterns. I can make a sequence of sounds. I can choose sounds to represent different things.</p>	<p>I can use untuned instruments to perform I can clap short rhythmic patterns. I can repeat short rhythmic and melodic patterns. I can make a sequence of sounds. I can choose sounds to represent different things.</p>	<p>I can use untuned instruments to perform I can clap short rhythmic patterns. I can repeat short rhythmic and melodic patterns. I can make a sequence of sounds. I can choose sounds to represent different things.</p>	<p>I can clap short rhythmic patterns. I can repeat short rhythmic and melodic patterns. I can make a sequence of sounds. I can choose sounds to represent different things.</p>	<p>I can use untuned instruments to perform I can clap short rhythmic patterns. I can repeat short rhythmic and melodic patterns. I can make a sequence of sounds. I can choose sounds to represent different things.</p>
<p>Spanish</p>	<p>Me and You Language Explored Greetings Farewells Name phrase</p> <p>Listening I can listen and join in with the main parts of a song or rhyme.</p> <p>I can listen to and enjoy a story.</p> <p>I am beginning to identify accurately some sounds in Spanish.</p> <p>Speaking</p>	<p>Autumn Time Language Explored Colours Numbers 1-10 Greetings</p> <p>Listening I can listen and join in with the main parts of a song or rhyme.</p> <p>I can listen to and enjoy a story.</p> <p>I am beginning to identify accurately some sounds in Spanish.</p> <p>Speaking</p>	<p>Rhymes, songs and games Language Explored Songs about Epiphany. Songs and rhymes about animals Songs about carnivals Farmyard animals Language Explored Animals Songs about the farmyard</p> <p>Listening I can listen and join in with the main parts of a song or rhyme.</p> <p>I can listen to and enjoy a story.</p>	<p>Fishy Fun Language Explored 1-10 Greetings/farewells Name phrases Names of members of a family Listening I can listen and join in with the main parts of a song or rhyme.</p> <p>I can listen to and enjoy a story.</p> <p>I am beginning to identify accurately some sounds in Spanish.</p> <p>Speaking</p>	<p>Sunshine ,rain and seasons Language Explored Exploring the weather and performing weather songs and rhymes. Linking weather to seasons.</p> <p>Listening I can listen and join in with the main parts of a song or rhyme.</p> <p>I can listen to and enjoy a story.</p> <p>I am beginning to identify accurately some sounds in Spanish.</p>

Marus Bridge Primary School

Curriculum Overview Year 1

	<p>I can say a few important words e.g. greetings and polite responses.</p> <p>I can say my name and how I am feeling.</p> <p>I can attempt to repeat accurately some sounds in Spanish.</p> <p>Reading I am beginning to read some important words in Spanish, such as greetings or numbers.</p>	<p>I can say a few important words e.g. greetings and polite responses.</p> <p>I can say my name and how I am feeling.</p> <p>I can attempt to repeat accurately some sounds in Spanish.</p> <p>Reading I am beginning to read some important words in Spanish, such as greetings or numbers.</p>	<p>I am beginning to identify accurately some sounds in Spanish.</p> <p>Speaking I can say a few important words e.g. greetings and polite responses.</p> <p>I can say my name and how I am feeling.</p> <p>I can attempt to repeat accurately some sounds in Spanish.</p> <p>Reading I am beginning to read some important words in Spanish, such as greetings or numbers.</p>	<p>I can say a few important words e.g. greetings and polite responses.</p> <p>I can say my name and how I am feeling.</p> <p>I can attempt to repeat accurately some sounds in Spanish.</p> <p>Reading I am beginning to read some important words in Spanish, such as greetings or numbers.</p>	<p>Speaking I can say a few important words e.g. greetings and polite responses.</p> <p>I can say my name and how I am feeling.</p> <p>I can attempt to repeat accurately some sounds in Spanish.</p> <p>Reading I am beginning to read some important words in Spanish, such as greetings or numbers.</p>
<p>PE</p>	<p>Yoga I can copy some movements. I can change our body shape in a range of ways. I can talk about how our body feels during activity. I understand that physical activity is good for me.</p> <p>Athletics</p>	<p>Dance I can perform simple and random dance moves. I can show some rhythm in movement and dance. I can copy some movements.</p> <p>Basic Ball Skills I can move a ball using simple throwing techniques.</p>	<p>Gymnastics I can jump in different ways. I can copy some movements. I can change our body shape in a range of ways. I can comment on others' actions.</p> <p>Football Skills</p>	<p>Yoga I can copy some movements. I can change our body shape in a range of ways. I can talk about how our body feels during activity. I understand that physical activity is good for me.</p> <p>Basketball Skills</p>	<p>Dance I can suggest simple improvements. I can perform simple and random dance moves. I can show some rhythm in movement and dance. I can copy some movements.</p> <p>Athletics</p>

Marus Bridge Primary School

Curriculum Overview Year 1

	<p>I can talk about how our body feels during activity. I can jump in different ways. I can copy some movements.</p>	<p>I can explore different ways of moving a ball. I can sometimes catch a ball. I can stop a ball moving in other ways.</p>	<p>I can explore different ways of moving a ball. I can stop a ball moving in other ways. I can play simple ball games involving kicking, catching or throwing.</p>	<p>I can play simple ball games involving catching or throwing. I can sometimes catch a ball. I can move a ball using simple throwing techniques.</p>	<p>I can talk about how our body feels during activity. I can jump in different ways. I can copy some movements.</p>
<p>RE</p>	<p>Myself Recognising important people and events in our lives Understanding feelings; giving good wishes Looking at messages given in the Bible Looking at messages given in the Qur'an Understanding fairness and cooperation Recognising anger and learning how to deal with it</p>	<p>Celebrations Understanding the reasons for celebrations Looking at the message behind Remembrance Day Learning about the festival of Id Learning about the festival of Sukkot Learning about the festival of Divali Learning about Advent and Christingle</p>	<p>Stories Identifying the morals in fables Hearing a Bible story Learning about the story behind Baisakhi Hearing a Muslim story Hearing the story of Ganesha Writing stories with morals</p> <p>Leaders and Teachers Identifying leaders we know Learning what happened in the Easter story Finding out about Guru Nanak Learning why Muhammad (pbuh) is a role model Learning to meditate Hearing the story of Exodus</p>	<p>Belonging Identifying groups we belong to Looking at Christian worship Looking at Sikh worship Looking at Muslim worship Looking at Hindu worship Looking at what is important to people who do not follow a faith</p>	<p>Beliefs Hearing a Jewish creation story Learning more about the importance of the Bible to Christians Understanding the belief system in Hinduism Discovering more about Sikh worship and the Sikh holy book Discovering more about Islam and the Muslim holy book Assessing what we have learned</p>

Marus Bridge Primary School

Curriculum Overview Year 1

			Exploring similar guidance given across the faiths		
PSHE & C	<p>We're All Stars</p> <p>I know that I belong to the class and school and community</p> <p>I can help make my class a safe and fair place.</p> <p>I feel good about my strengths</p> <p>I listen well to other people</p> <p>I know some ways to calm myself down when I feel scared or upset</p> <p>I know some ways to solve a problem</p> <p>I can recognise when someone is feeling upset, scared or nervous</p> <p>I know how to make them feel better</p> <p>I know the difference between right and wrong</p> <p>I can explain the choices I make</p>	<p>Be Friendly, Be Wise</p> <p>I can say what a good friend means to me</p> <p>I can give and receive a compliment</p> <p>I know how to make up with a friend when we have fallen out</p> <p>I know some ways to calm down when I start to feel angry</p> <p>I can see things from someone else's point of view</p> <p>I can tell you what bullying is</p> <p>I can tell you how Someone who's bullied feels</p> <p>I know what to do if I am bullied</p> <p>I know that fire can be dangerous</p> <p>I know what to do in an emergency</p> <p>I can work and play safely at all times</p> <p>I know the Green Cross Code</p>	<p>Living Long, Living Strong</p> <p>I know how to keep clean and look after myself</p> <p>I know how people grow and change</p> <p>I understand that babies become children and then adults</p> <p>I understand there are different types of families</p> <p>I know which people we can ask for help</p> <p>I understand why it is important to brush my teeth regularly</p> <p>I can give examples of what keeps me healthy and why</p> <p>I can choose a realistic goal</p> <p>I can break a goal down into small steps</p> <p>Daring to be Different</p> <p>I know that we all like and dislike different things</p>	<p>Dear Diary</p> <p>I can recognise those people in the community who help us</p> <p>I can recognise times when I have needed help</p> <p>I can tell when I feel cared for</p> <p>I can tell when I love or care for someone</p> <p>I can tell when I am proud or jealous</p> <p>I can deal with my own hurt feelings without hurting others</p> <p>I can talk about my feelings</p> <p>I can talk about ways to deal with my worries</p> <p>I can help others feel better if they have a worry</p>	<p>Joining in and Joining up</p> <p>I can listen and respond</p> <p>respond to others</p> <p>I know how to be a good listener</p> <p>I can express an opinion about a real-life issue</p> <p>I can take part in making a decision on a class or school issue</p> <p>I can make an informed decision</p> <p>I can identify jobs I do at home and in school</p> <p>I can talk about some of the jobs people do</p> <p>I understand how people are represented in school and the local community</p> <p>I understand what debating and voting is</p> <p>I can express my views in a debate</p>

Marus Bridge Primary School

Curriculum Overview Year 1

			<p>I can recognise and respect each other's differences</p> <p>I can help another person feel proud</p> <p>I can tell you something that makes me special</p> <p>I can tell you when I am feeling worried or anxious</p> <p>I know some things cause me to feel stressed</p> <p>I can be still, quiet and relax my body</p> <p>I can tell when it is right for me to stand up for myself</p> <p>I know how to stand up for myself</p>		
Educational visits or visitors	Firefighter Visit (TBC)	Christmas Show/trip Wigan Library/Museum	Fish and Chip Shop Visit	Seaside Visit (Southport)	
Parents Afternoon / workshops		Christmas Craft Afternoon			Parents Afternoon (Raising money for charity)
Bridge Builders	I can help improve my local environment.	<p>I can watch a play in school.</p> <p>I can remember and say lines in front of an audience.</p>	I can complete an outdoor challenge linked to geography.	I can run 800 miles.	I can design, make and test a computer program in computing and design, make and evaluate a model in D&T.

Marus Bridge Primary School

Curriculum Overview Year 1