| Sparkenhoe Primary School Discrete Curriculum Overview 2019 2020  Year 1 |  |  |  |  |   |   |  |  |  |  |
|--|--|--|--|--|---|---|--|--|--|--|
|  |  |  |  |  |   |   |  |  |  |  |
| Science  | Animals including humans Children identify, name and investigate common animals.   | Everyday materials Children identify and investigate materials.  |  | <u>Seasonal change 1</u> Children observe changes from Winter to Spring.   | Plants Children identify, name and investigate common plants.   | <u>Seasonal change 2</u> Children observe changes from Spring to Summer.  |  |  |  |  |
| PE   | Games Children learn to play safely and follow the rules of a game. Children learn to identify space (spatial awareness).            | Fundamental Skills Children learn to control movements, such as, running, jumping and hopping. Children learn to throw, catch and roll a ball. | Strength and Conditioning Children learn different exercises to support their physical development and performance.                            | <u>Gymnastics</u><br>Children learn different<br>rolls.  | Athletics Children are introduced to many different track and field events.   | <u>Games 2</u> Children learn and apply basic defending and attacking strategies.                                   |  |  |  |  |
| Computing  | <u>E-Safety</u><br>Children learn to stay safe<br>in the digit <mark>al world.</mark>  | We are Treasure Hunters Children learn to program a robot to follow a map.   | We are Painters Children create illustrations using a computer.  | We are Collectors Children learn how to organise files and pictures using a computer.  | We are Computer Experts Children learn how to independently access a computer.  | We are Storytellers Children learn to use a computer to create a book.  |  |  |  |  |
| Music  | Rhythm and pulse Keeping a steady pulse. Learn about stopping and starting signals. Using rhythm in words to create rhythm patterns. | Rhythm  Learn about rests. Build own rhythm patterns with syllables and rests.  Performing together, maintaining pulse.                        | Voice Learn about warm ups different voice sounds. Sing songs with actions with percussion and rests. Basic part work Building graphic scores. | Pitch Listening to and identifying changes in pitch. Composing sounds using pitch changes. Following signals and conducting. | Soundscapes Using voice sounds and body percussion to create stories. Recording these sounds as a graphic score. Performing and evaluating. | Instruments Learning to play the Boomwhacker Tubes. Using pitch, rhythm, pulse and part work. Ensemble performance. |  |  |  |  |
| RE   |  | Who is a Christian and what do they believe?   |  | What places are sacred?  |   | How do we celebrate sacred times?   |  |  |  |  |
| PHSCE  | Building positive relationships.   |  | Health and Wellbeing.  |  | Living in the wider world.  |   |  |  |  |  |

| Sparkenhoe Primary School Topic Curriculum Overview 2019 2020  Year 1 |  |          |  |  |                                  |                     |  |  |  |  |
|---|--|----------|--|--|----------------------------------|---------------------|--|--|--|--|
|   |  |          |  |  |                                  |                     |  |  |  |  |
| 02.09.19 - 25.10.19   | 28.10.19 - 13.12.19                                  | 16.12.19 | 07.01.20 - 28.02.20                      | 02.03.20 - 01.05.20                                  | 05.05.20 - 26.06.20              | 29.06.20 - 10.07.20 |  |  |  |  |
| My Grandparents'  | <u>Frozen Planet</u>                                 |          | Thomas Cook                              | Colourful World                                      | Hot Wheels                       |                     |  |  |  |  |
| life  |  |          |  |  |                                  |                     |  |  |  |  |
|   | Geography  |          | History                                  | Design and Technology                                | History                          |                     |  |  |  |  |
| History   | The children will learn                              |          | Chil <mark>dren will lear</mark> n about | The children will learn                              | Children will learn about        |                     |  |  |  |  |
| Children will learn about   | the names of continents                              |          | Thomas Cook, who he                      | how to construct a                                   | how trans <mark>po</mark> rt has |                     |  |  |  |  |
| the lives of their  | and the names of the                                 |          | was and how he changed                   | pictu <mark>re frame</mark> from                     | changed over time and            |                     |  |  |  |  |
| grandparents and what   | poles. Th <mark>ey will</mark> learn                 |          | the way in w <mark>hich p</mark> eople   | cardboard. They will                                 | how people in different          |                     |  |  |  |  |
| life was like   | the 4 compass points                                 |          | go on holiday. They will                 | learn to design their                                | periods travelled. They          |                     |  |  |  |  |
| approximately 60 years  | and comp <mark>ar</mark> e weather in                |          | learn about the holidays                 | own standing frame to                                | will be able to identify         |                     |  |  |  |  |
| ago.  | t <mark>he poles</mark> with weather                 |          | in Victorian times and                   | house their art.                                     | some differences                 |                     |  |  |  |  |
|   | in Leicester.  |          | differences between                      |  | between transport                |                     |  |  |  |  |
| Design Technology   |  |          | th <mark>en and now.</mark>              | Art  | methods.                         |                     |  |  |  |  |
| (Cooking)   | Art  |          |  | Children will be able to                             |                                  |                     |  |  |  |  |
| The children will learn   | Children will know                                   |          | Geography                                | recognise the work of                                | Design and Technology            |                     |  |  |  |  |
| some of the things  | diff <mark>erent arti</mark> c an <mark>imals</mark> |          | Chil <mark>dren will know the</mark>     | Kandinsky, who he was                                | Children will learn how          |                     |  |  |  |  |
| people living in England  | and be able to make a                                |          | countries, capital cities                | and where he was from.                               | the wheels on a car turn         |                     |  |  |  |  |
| around 60 years ago   | variety <mark>of pieces</mark> of art.               |          | and seas of the UK.                      | They will learn to make                              | on an axle. They will            |                     |  |  |  |  |
| ate.  | They will do this                                    |          | They will be able to                     | their o <mark>w</mark> n artwork in <mark>his</mark> | make a car that moves            |                     |  |  |  |  |
|   | confidently using                                    |          | describe the location of                 | style <mark>, using prin</mark> tin <mark>g</mark>   | when pushed.                     |                     |  |  |  |  |
|   | different techniques                                 |          | the 4 countries in the                   | techniques and                                       |                                  |                     |  |  |  |  |
|   | including collages.                                  |          | UK.                                      | repeating patterns.                                  |                                  |                     |  |  |  |  |
|   |  |          |  |  |                                  |                     |  |  |  |  |
|   |  |          | Performance: Week                        |  |                                  |                     |  |  |  |  |
|   |  |          | beginning 27 <sup>th</sup> January       |  |                                  |                     |  |  |  |  |
| 1   |  |          | beginning 27 " January                   |  |                                  |                     |  |  |  |  |