

## Sparkenhoe Primary School Topic Curriculum Overview Year 1 2018 - 2019

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b> (History, Geography, Art, Design Technology)	<b><u>Me, myself and I.</u></b> The children find out about the lives of their grandparents and how this is different to their own lives.	<b><u>Frozen Planet</u></b> The children find out about the lives of others on the extremities of our planet. They look at the weather, animals and the day to day existence living in the Poles. <u>Focus - Geography</u> <u>Other subject- Art</u>	<b><u>Hot Wheels.</u></b> Children discover how cars move and make their own moving cars. <u>Focus - DT</u>	<b><u>Words and Pictures.</u></b> The children discover how artwork is used to supplement words in literature. Finally creating their own works, in the style of a significant children's illustrator, to accompany a story. <u>Focus - Art</u> <u>Other subject- Literacy</u>	<b><u>Sikhism and Vaisakhi.</u></b> The children discover the fundamentals of Sikhism, including beliefs and traditions. They also find out about the festival of Vaisakhi, the food that is eaten as part of the celebration? <u>Focus - RE</u> <u>Other subject- DT</u>	<b><u>It's a pirate's life for me!</u></b> The children will discover the life of Pirates. Where they travelled, what did they do, what life was like on a ship during this time.  <u>Focus - History / Geography)</u>
<b>Science</b>	<b><u>Animals including humans</u></b> Children identify, name and investigate common animals.	<b><u>Everyday materials</u></b> Children identify and investigate materials.	<b><u>Seasonal change 1</u></b> Children observe changes from Winter to Spring.	<b><u>Seasonal change 2</u></b> Children observe changes from Winter to Spring.	<b><u>4 seasons assembly linked to science topic</u></b>	<b><u>Plants</u></b> Children identify, name and investigate common plants.
<b>PE</b>	<b><u>Games</u></b>	<b><u>Fundamental Skills</u></b>	<b><u>Gymnastics</u></b>	<b><u>Games 2</u></b>	<b><u>Games 3</u></b>	<b><u>Games 4</u></b>
<b>Computing</b>	<b><u>Digital Literacy</u></b> <b><u>E-Safety</u></b> Children learn how to use technology safely and respectfully, keeping personal information private.	<b><u>Information Technology</u></b> Children learn to recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b><u>Computer Science</u></b> Children will understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	<b><u>Digital Literacy</u></b> <b><u>E-Safety</u></b> Children identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<b><u>Information Technology</u></b> Children to learn to use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<b><u>Computer Science</u></b> Children learn to create and debug simple programs
<b>Music</b>	<b><u>Rhythm and pulse</u></b> Keep a steady pulse. Learn about stopping, starting, faster and slower. Learn about faster and slower.	<b><u>Voice</u></b> Sing and perform songs. Follow performance instructions including starting and stopping.	<b><u>Rhythm</u></b> Exploring different instruments and the sounds they make. Linked to topic.	<b><u>Rhythm</u></b> Begin to play rhythmic patterns. Begin to record different rhythms.		
<b>RE</b>	<b><u>Harvest Day</u></b> <b><u>International Day of Peace</u></b> <b><u>Diwali Day</u></b>	<b><u>Remembrance Day</u></b> <b><u>Christmas Day</u></b>	<b><u>Holocaust Remembrance Day</u></b> <b><u>Interfaith World Harmony Day</u></b>	<b><u>Chinese New Year</u></b> <b><u>Easter Day</u></b> <b><u>Earth Day</u></b>	<b><u>Vaisakhi</u></b> <b><u>Buddha Day</u></b>	<b><u>Eid Day.</u></b>
<b>SMSC and School Values</b>		<b><u>Wealth Distribution</u></b> Who should get the money from the oil under the Arctic?	<b><u>Environmental Impact</u></b> Should we be made to only have one car per family?	<b><u>Mutual Respect and Racial Harmony</u></b> Can we judge a book by its cover?	<b><u>Tolerance</u></b> What similarities are their between Sikh beliefs and my own?	<b><u>Laws and Justice</u></b> Is it ok to steal if you really need it?
	<b>I learn from different experiences</b> <b>I help and support others</b> <b>I am independent</b> <b>I am responsible</b> <b>I work together as a team</b>	<b>I am independent</b> <b>I am kind, tolerant and respectful</b> <b>I am responsible</b>	<b>I am responsible</b>	<b>I am responsible</b> <b>Healthy Living Day 1</b>	<b>I have hidden talents (Assembly)</b> <b>I am kind, tolerant and respectful.</b> <b>Healthy Living Day 2</b>	<b>I have hidden talents</b>