







**Year 1 IPC Curriculum Overview 2022-23**

**Milepost 1**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		 Updated	 Updated 2015	 Updated	 Updated 2015	 Updated 2015
	<b>Who am I? (7 weeks)</b>	<b>Let's celebrate! (6-7 weeks)</b>	<b>From A to B</b>	<b>Science - What's it made of?</b>	<b>Our World (7-8 weeks)</b>	<b>Our World (7-8 weeks)</b>
<p><b>Science</b></p> <p>Ask simple questions and recognise that they can be answered in different ways</p> <p><b>Observe closely, using simple equipment</b></p> <p><b>Perform simple tests</b></p> <p>Gather and record data to help in answering questions</p> <p>Identify and classify</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>We have opportunities to share our understanding, our ideas and</p>	<p><b><u>Animals Including Humans</u></b></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b><u>Seasonal Changes</u></b></p> <p>Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies</p>		<p><b><u>Everyday Materials</u></b></p> <p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, 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 simple physical properties.</p>		<p><b><u>Plants</u></b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b><u>Seasonal Changes</u></b></p> <p>Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies (comparative element with work from Autumn term)</p>	

<p>our opinions. We can discuss 'What if..?' and 'Why not..?'.  ü We ask questions and we use our scientific skills to find out the answers for ourselves.  We carry out practical investigations, choosing suitable scientific equipment and using it correctly.  We cover a range of scientific skills throughout the year, building on them each time and self- assessing our progress.  We link our Science learning to the real world - we make connections with what we have learnt before and with our own experiences of the world around us</p>			
<p><b>Geography</b></p>	<p>1.02 Know about similarities and differences between different localities 1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p>		<p>1.01 Know about the main physical and human features of particular localities 1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p>

	<p>1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country</p> <p>1.13 Be able to express views on the attractive and unattractive features of an environment</p>			<p>1.06 Know that people can harm or improve the environment</p> <p>1.07 Be able to use geographical terms</p> <p>1.08 Be able to follow directions</p> <p>1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols</p> <p>1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country</p> <p>1.12 Be able to use secondary sources to obtain simple geographical information</p> <p>1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways</p> <p>1.09 Be able to describe the geographical features of the school site and other familiar places</p>
<b>History</b>	<p>1.01 Know stories about a range of people who have lived in a variety of cultures in the past</p> <p>1.02 Know about a range of events that have happened in the past</p> <p>1.03 Be able to ask and answer questions about the past</p> <p>1.04 Be able to use key words and phrases relating to the passing of time</p> <p>1.05 Be able to order events and objects into a sequence</p> <p>1.07 Be able to find out about aspects of the past from a range of sources of information</p> <p>1.08 Be able to communicate their historical knowledge and understanding in a variety of ways</p> <p>1.09 Understand that events and people's actions have causes and effects</p> <p>1.10 Understand that the past is represented in a variety of ways</p>	<p>1.01 Know stories about a range of people who have lived in a variety of cultures in the past</p> <p>1.03 Be able to ask and answer questions about the past</p> <p>1.05 Be able to order events and objects into a sequence</p> <p>1.06 Be able to identify differences between their own lives and those of people who have lived in the past</p> <p>1.07 Be able to find out about aspects of the past from a range of sources of information</p> <p>1.08 Be able to communicate their historical knowledge and understanding in a variety of ways</p>		<p>1.01 Know about the main physical and human features of particular localities</p> <p>1.02 Know about similarities and differences between different localities</p> <p>1.03 Know about how land and buildings are used in particular localities</p> <p>1.04 Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there</p> <p>1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context</p> <p>1.06 Know that people can harm or improve the environment</p> <p>1.07 Be able to use geographical terms</p> <p>1.09 Be able to describe the geographical features of the school site and other familiar places</p> <p>1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols</p> <p>1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country</p> <p>1.12 Be able to use secondary sources to obtain simple geographical information</p> <p>1.13 Be able to express views on the attractive and unattractive features of an environment</p> <p>1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways</p>
<b>Art</b>	<p>Design and make art to express ideas. Self portraits <b>Aut 1 Who am I?</b>, Carnival of the animals print <b>Aut 2 Celebrations</b>, Hansel and Gretel in style of Uzo Egonu <b>Aut 1 Who am I?</b></p> <p>Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features. <b>Aut 1 Who am I?</b> Self</p>	<p>Use textural materials, including paper and fabric, to create a simple collage. Recycled collage of Enterprise emblems <b>Spr 2 What's it made of</b></p> <p>Identify similarities and differences between two or more pieces of art- <b>Spring 1 From A to B</b> Umberto Boccioni, Giacomo Balla, Iva Pannaggi</p>		<p>Design and make art to express ideas- dream playground and Ted Harrison London skylines <b>Summer 1- Our World</b></p> <p>Draw or paint a place from memory, imagination or observation. <b>Sum 1 The World</b> Create your dream playground using coloured pencils. <b>Sum 1 The World</b> Ted Harrison London skyline</p> <p>Manipulate malleable materials by squeezing, pinching, pulling,</p>

	<p>portraits: line drawing with felt tips/charcoal. Self portrait using poster paint. Self portrait using oil pastels/poster paint on black and white photo in style of Andy Warhol. Self portrait in style of Lichtenstien.</p> <p>Make simple prints and patterns using a range of liquids including ink and paint. <b>Aut 2 Celebrations</b> Recreate the Carnival of the animals using ink to print to create outline, watercolour to complete body, gems as collage for detail in style of aboriginal artists</p> <p>Identify similarities and differences between two or more pieces of art. <b>Aut 1 Who am I?</b> Compare Picasso and Andy Warhol</p>			<p>pressing, rolling, modelling, flattening, poking, squashing and smoothing. Creating an animal in clay <b>Sum 2 Our World</b></p>
DT			<p>1.01 Know that products in everyday use have an effect on people's lives  1.02 Be able to plan what they are going to make  <b>1.03 Be able to describe their plans in pictures and words</b>  1.04 Be able to use simple tools and materials to make products  1.05 Be able to choose appropriate tools and materials for their tasks  1.06 Be able to comment on their own plans and products and suggest areas of improvement  1.07 Be able to comment on the usefulness of products in everyday use</p>	<p><b>1.01 Know that products in everyday use have an effect on people's lives</b>  <b>1.02 Be able to plan what they are going to make</b>  <b>1.03 Be able to describe their plans in pictures and words</b>  <b>1.04 Be able to use simple tools and materials to make products</b>  <b>1.05 Be able to choose appropriate tools and materials for their tasks</b>  <b>1.06 Be able to comment on their own plans and products and suggest areas of improvement</b></p>
Enterprise	<p><b>Postal Service:</b> A simple starting module to get students to set up a delivery service within school.</p>	<p><b>Going Green:</b> The students work to raise awareness of "green" issues within their school</p>	<p><b>Gallery Opening:</b> Students create an exhibition of art work or "museum" pieces and give tours to parents and students.</p> <p><b>1.01 Know that products in everyday use have an effect on people's lives</b>  <b>1.02 Be able to plan what they are going to make</b>  <b>1.03 Be able to describe their plans in pictures and words</b>  <b>1.04 Be able to use simple tools and materials to make products</b>  <b>1.05 Be able to choose appropriate tools and materials for their tasks</b>  <b>1.06 Be able to comment on their own plans and products and suggest areas of improvement</b></p>	<p>1.01 Know that products in everyday use have an effect on people's lives  1.02 Be able to plan what they are going to make  1.03 Be able to describe their plans in pictures and words  1.04 Be able to use simple tools and materials to make products  1.05 Be able to choose appropriate tools and materials for their tasks  1.06 Be able to comment on their own plans and products and suggest areas of improvement  1.07 Be able to comment on the usefulness of products in everyday use</p>
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	<p><b>Enterprise skills:</b> Staying positive, Problem solving, Listening skills</p>		<p><b>Enterprise skills:</b> Aiming high, Leadership, Listening skills</p>	<p><b>Enterprise skills:</b> Sharing ideas, Using imagination, Listening skills</p>
	<p><b>Civic Participation:</b> School Street planning project</p>		<p><b>Entrepreneurship:</b> Christmas Fete</p>	<p><b>International:</b> Links to international art</p>

<a href="#">Bilingual social curriculum</a> (click on link for detailed plans)	Parts of the body	Talking about your family	Eating out	Talking about school	Hobbies	Clothes and accessories
<p>RE</p> <p><b>Autumn 1:</b> Whole School: Creation Story and Harvest</p> <p><b>Autumn 2:</b> Whole School: Advent + Christmas + <b>Christmas Around the world:</b></p> <p><b>Spring 1:</b> Whole School: Galette des Roi + Religious Symbols</p> <p><b>Spring 2:</b> Whole School: Easter + <b>Easter Around the world</b></p> <p><b>Summer 1:</b> Whole School: Places of Worship + Ramadan</p> <p><b>Summer 2:</b> Whole School: Celebrations</p>	<p><b>What does 'belonging' mean?</b></p> <p>To describe the meaning of belong and consider the different communities people belong to</p> <p>Christian Creation Story: ordering activity Harvest</p> <p>Circles: Give pupils different examples of families, religious groups and other communities through pictures and words. Ask pupils to explain about which communities they belong to in a circle on the page. Explain that uniform and symbols may be used to show which communities they belong to. Find out which traditions they share in families and what they do if they are part of a religious group.</p>	<p><b>What festivals do people celebrate?</b></p> <p>To explain the nature and purpose of festivals and celebrations</p> <p>Christmas Nativity Advent: how do Christian families prepare for Christmas?</p> <p><b>Christmas Around the world: Europe</b></p> <p>Describe different ways in which Christmas is celebrated in Europe and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some people do not celebrate Christmas.</p> <p><b>Diwali:</b> Pupils learn about the story of Diwali and consider the meaning, including the notion of defending people you love, fighting against evil and the use of light as a symbol. Ask pupils to make lanterns and to draw pictures from the story</p>	<p><b>How do people worship?</b> To describe different ways in which people worship</p> <p>Whole School: Galette des Rois + Religious Symbols</p> <p>Religious Symbol: Christianity Galette des Roi</p> <p>Puja: Listen to stories associated with popular deities in Hinduism, such as Lakshmi (goddess of wealth); Vishnu (thought by Hindus to become Rama in one of his earthly forms). Explain that Hindus believe that these are incarnations, or represent different aspects, of God. Ask pupils to complete image enquiries on the deities, considering which symbols show beliefs, such as a respect for nature, a belief in justice, and a belief in peace. Re-enact puja whilst explaining the meanings of the different elements</p>	<p><b>What is a promise?</b> To describe what a promise is and what types of promises religious people make</p> <p>Easter story: what are the big surprises Shrove Tuesday</p> <p>Pupils create Easter eggs and think about the symbolism of 'new life' in Christianity. They learn about the events of Easter and why they are important for Christians.</p> <p><b>Easter Around the world: England</b></p> <p>Describe different ways in which Easter is celebrated in England and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some people do not celebrate Easter.</p> <p>Noah's Ark Story Telling: Share the story of Noah's Ark, considering what Noah was told and the promise he made to God. Ask pupils to consider the feelings of the people in the story through a role-play before writing their own promises. Introduce the concept of sacred writing and the Torah.</p>	<p><b>What relationships are important and how do we look after others?</b> To describe how we show care and concern for others and to think about who helps us</p> <p>Places of Worship: pupils to go to a church with pictures of things to look for so they can identify the items used in worship and in festivals.</p> <p>Ramadan: Pupils learn about the events of Ramadan Pupils share food and discuss the importance of giving some food to others. The class can collect food to give to a homeless shelter.</p> <p>The role of the priest: Pupils learn about who a priest is and what job he or she does. They are told that priests represent Jesus in church and may begin to think about why some denominations do not allow women priests. They should think about the qualities a good priest should have and taught some equivalent words in other religions such as islam.</p> <p>The Environment: Pupils learn about the importance of looking after the environment through story telling and picture enquiries. They learn about the story of Adam and Eve and the command for them to be stewards of the environment.</p>	<p><b>How do we change and grow?</b> To describe different ways in which the world and the people in it change</p> <p>Christianity - Weddings and Naming Ceremonies</p> <p>Life and death: Pupils find out about how Christians celebrate the beginning of life and the end of life. They look at symbols in both events, such as christenings. They are taught about some ideas about the kind of place Heaven might be and asked if they think something happens to us after death.</p>

Music	<u>Body Percussion and Singing</u> The children will learn to use their voices to sing simple unison melodies. They will also learn simple body percussion and will learn to read and write basic graphic notation. They will learn a winter-themed song which will be performed towards the end of term.		<u>Drumming and Singing</u> Children will explore rhythms in drumming, they will play games in which call and response trains the ear in listening to musical rhythms and phrases. They will be able to create their own drumming patterns in small groups and will be able to create and follow basic musical notation relating to drumming.		<u>Percussion, movement, and singing</u> The children will use the rhythmic and melodic skills they have learned in the previous terms and combine them to create a performance which will be presented towards the end of term.	
PSCHE (SEAL) Jigsaw	New Beginnings Being me in the wider world	Getting on and falling out Celebrating differences	Going for goals Dreams and Goals	It's Good to be Me Healthy Me	Relationships Relationships	Changes Changing Me
British Values	Mutual respect and tolerance		Individual Liberty	Mutual respect and tolerance		Individual Liberty
Diversity	<a href="#">Charles Drew</a> (African-American) - Doctor and pioneer of the blood bank	<a href="#">Shirley Thompson</a> (Jamaican descent). British violinist and composer. First woman to write a symphony  <a href="#">Valerie Bloom</a> - Jamaican descent (author)	<a href="#">Bessie Coleman</a> - First African-American woman and Native American woman to hold a pilot's licence and international pilot's licence (1892-1926)	<a href="#">Razlur Rahman Khan</a> (Bangladeshi) (structural engineer - designed skyscrapers)	<a href="#">Matthew Henson</a> (African-American) first person to reach the North Pole	<a href="#">JB from JLS</a> - CBeebies gardening show  <a href="https://www.greenpeace.org/usa/8-black-environmentalists-need-know/">https://www.greenpeace.org/usa/8-black-environmentalists-need-know/</a>  Flock Together - birdwatching collective for people of colour
International links	<a href="#">L'école Miriam Makeba, Chalette-sur-Loing - Post cards correspondence</a>					