



Skegness Infant Academy – Curriculum Overview Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Academy Theme	Time Travellers	Above and Beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Y1 Focus	Grandparents	Light	Traditional tales	Lost and found	Stranded / Endangered	My world
Wow Events	Roald Dahl Day	Nativity Read other Christmas texts Parent workshops – Christmas	World book day			Transition Clean up the beach
Picture Books	Grandad's Island Grandma bird Katie Morag and the two grandmothers.	Coming home – Michael Morporgo Orion and the dark Men on the moon	Little red hen Cinderella Little red riding hood Mr Wolf's pancakes – Pancake day	Beegu Lost and found	Storm whale Storm whale in winter Big blue whale Snail and the whale	One plastic bag Somebody swallowed Stanley What a waste Tidy
R 4 P	How to babysit a grandma.	The owl who was afraid of the dark	Dick –King Smith novels The wolf's story – Toby Forward			
Film	MACE	Baboon on the moon Coming home Snow – film trailer		Lost and found	David Attenborough clips	
Non Fiction	Islands	Fact file about the moon – Baboon on the moon.	NF book about wolves Recipe for pancakes - go to the shop and buy ingredients.		Fact file about whales How to look after whale	
Poetry	Phone Gran – Michael Rosen	Fears and worries poems Silver – Walter de la Mare Snow - Walter de la Mare			Storm/ sea poetry Music from a storm – create an acrostic storm poem Storm whale	A great big cuddle
Text Types: Write to Entertain Write to Explain Write to Inform Audience?	Postcards Lists Labels Poem How to look after birds	Letter to Orion – Orion and the dark List making – baboon on the moon Recount of Baboons day	Retelling of a traditional tale Wolves non-fiction text – send them to red riding hood. Bullet points / headings Are they really carnivores? Would they eat pancakes??	Recount of what has happened from Beegu's point of view. Joining with and Goodbye letter to Beegu Lost and found – stopping the film and finding out about penguins in geography. How to look after penguins – instructions Orally retelling their stories from Beegu's point of view.	Journal writing Moral story telling	Letter to the town council
Maths	Place value Partitioning Calculation Securing number facts shape	Place value Partitioning Calculation Securing number facts shape	2D and 3D shapes Addition and subtraction	Length, mass and volume		
Science	Seasonal change Working scientifically	Materials Working scientifically	Working scientifically – skills Observing, recording, evaluating, etc.	Plants Working scientifically	Animals	Animals including humans Working scientifically

History	Local history – lifeboat station Clock tower Changes within living memory Entertainment – music and tv (chronological order)	Events beyond living memory – invention of the light bulb			Events beyond living memory Grace Darling	local historical figure – joseph banks
Geography	Comparison between Skegness and Scotland Seasons – Scottish Island Katie Morag books (2 grand mothers) Weather Islands /maps – non- fiction text Britain as an Island	Geography vocabulary – looking at Africa (Baboon on the moon)		Compare area of UK with non- European – Peru / Lima	5 oceans name and locate the world’s seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	
Religious Education	Christianity - God Old testament stories New testament Jesus stories	Christianity – Community Shared practises Celebrations	Islam – God Allah in the Qur’an	Islam – Community Shared practises Celebrations in Islam	Places of worship Judaism	Places of worship Christianity, Islam + Judaism
Art	Famous artists Benji Davis- illustrator Paul Klee- collage Henry Rousseau –Tiger in tropical storm Art Focus – Drawing, pattern, collage	Famous artists Georgia O’keeffe-ladder to the moon James whistler- The falling Rocket (link to fireworks) Georges Seurant –stars pointillism Art focus –primary colour, mood, drawing, printing, collage			Famous artists Hokusa – great Wave(colour mixing, Secondary colours)Sculpture waves Sculpture- waves Andy Goldsworthy- natural sculptures Winslow Holmer-storms mood Art focus –colour mixing secondary colours, sculpture	Famous artists Pablo Picasso- primary colours, textiles Giacometti- foil sculptures Art focus - textiles, collage, primary colours, drawing
DT		African masks – baboon on the moon Using materials	Double D+T! Food – pancakes / bread Hygiene, balanced diet Using tools Structures + moving pictures	Design and make project – evaluate against design criteria		
PSHE	Jigsaw Celebrating differences – British values	Big bag of worries Jigsaw Safety in the dark	Jigsaw Goals Safety on the internet	Jigsaw Staying safe – Getting lost People who help us	Jigsaw Water safety	Jigsaw Uniqueness / individuality
Computing	Using ipads Logging on	Word processing – word Inserting images Changing font	ESafety week Basic skills + logging on	Coding Expresso + algorithms	Powerpoint	Excel – entering data
Music	Charanga Hey you!	Charanga Rhythm in the way we walk	Charange In the groove	Charanga Your imagination	Charanga Round and round	Charanga Reflect, rewind
Physical Education	JB multiskills Boxercise	JB Dance yoga	JB gymnastics Zumba	JB Bat and ball skills Dance	JB team games Multiskills	JB Football Gymnastics
National curriculum	Seasonal Changes <ul style="list-style-type: none"> observe changes across the four seasons and describe weather associated with the seasons and how day length varies. Including working scientifically use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of 	Everyday Materials <ul style="list-style-type: none"> distinguish between an object and the material from which it is made <ul style="list-style-type: none"> 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. Including working scientifically <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content - word 	Working Scientifically (Key Stage 1) <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment <ul style="list-style-type: none"> performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions. use technology purposefully to create, organise, store, manipulate and retrieve digital content - drawing Make	Plants <ul style="list-style-type: none"> 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. Including working scientifically understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use aerial photographs and plan perspectives to recognise landmarks 	Animals (including humans) <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds 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 (fish, amphibians, reptiles, birds and mammals, including pets) Including working scientifically name and locate the world’s seven continents and five oceans use world maps, atlases and globes to identify the United Kingdom and its 	Animals (including humans) <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Including working scientifically <ul style="list-style-type: none"> recognise common uses of information technology beyond school to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and

	<p>the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • significant historical events, people and places in their own locality • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Invention of the light bulb / electricity - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from. • 	<p>and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • 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. • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • 	<p>countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Columbus - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <ul style="list-style-type: none"> • 	<p>similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality • the 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] <ul style="list-style-type: none"> •
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