Richmond Hill Primary School		
Termly Curri	culum Overview: Spring	Year: 1
Subject	Topic and content	NC Coverage
History	Explorers - Christopher Columbus and Neil Armstrong When did Christopher Columbus live and what was he trying to achieve? What was Columbus' journey like and what did he discover? How did Columbus' discovery have an impact on the world? Who is Neil Armstrong and why is he remembered? How did Neil Armstrong's landing on the moon have an impact on the world?	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.
Geography	Around the World Can I locate Europe on a map and identify some characteristics of France? Can I locate Asia on a map and identify some characteristics of China? Can I locate Australia on a map and identify some characteristics? Can I locate Africa on a map and identify some characteristics of Kenya? Can I locate North America on a map and identify some characteristics of USA? Can I locate South America on a map and identify some characteristics of Brazil? Can I locate Antarctica on a map and identify some features? To pick a continent and country and pretend to be a travel agent persuading someone to go and visit.	Name and locate the world's seven continents. 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. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river and weather.
Science	Identifying Animals and Humans (Animals)	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

	Identify and name a variety of common animals. Identify and name a variety of common UK mammals. Identify and compare a variety of common UK birds and reptiles. Identify and compare a variety of common UK fish and amphibians. Identify and sort carnivores, herbivores and omnivores. Explain how to take care of animals.	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).
	Identifying Animals and Humans (humans) To be able to identify, name and label body parts. To explore what parts of our bodies we use for different activities. To explore the five senses - sight, touch, taste, smell and hear.	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Art	Structure: 3D paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn 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. To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 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

Design	Moving Pictures	Pupils will be able to:
Technology	Create a sliding mechanism. Use levers to create a moving mechanism. Investigate and create wheel mechanisms. Design a picture with a moving mechanism. Follow the design criteria to make a moving picture/storybook. Evaluate a moving picture Eat More Fruit and Vegetables To find out the favourite fruits and vegetables in the class and present the data in a pictogram. Examine, taste and describe a variety of fruits and vegetables. Find out how to handle and prepare a variety of fruits and vegetables. Design a recipe to include fruit and/or vegetables. Make and evaluate a food product based on a design.	Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. Make a picture, which meets the design criteria, with parts that move purposefully as planned. Evaluate the main strengths and weaknesses of their design and suggest alterations. Pupils will be able to: Describe fruits and vegetables and explain why they are a fruit or a vegetable. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.
Music	Introducing Tempo & Dynamics How Does Music Make the World a Better Place? Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours?	Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes

RE	Christianity	Recall and name different beliefs and practices,
	Was it always easy for Jesus to show friendship?	including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories.
	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what communities do and why, so that they can identify what difference belonging to a community might make.
		Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response.
PSHE	Dreams and Goals	Non-statutory objectives
		I can set simple goals and work out how to achieve them. I can tell you about a thing I do well. I can tell you how I learn best. I understand how to work well with a partner. I can celebrate achievement with my partner. I can tackle a new challenge and understand this might stretch my learning. I can identify how I feel when I am faced with a new challenge. I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them. I know how I celebrate achieving new things.
	Healthy Me	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I feel good about myself when I make healthy choices and I can recognise how being healthy helps me to feel happy. I know how to make healthy lifestyle choices. I know how to keep myself clean and healthy and understand how germs cause illnesses. I know that all household products including medicines can be harmful is not used properly. I am special so I keep myself safe. I understand that medicines can help me if I feel poorly and I know how to use them safely.

		I know some ways to help myself when I feel poorly. I know how to keep safe when crossing the road and about people who can help me to stay safe. I can recognise when I feel frightened and know how to ask for help. I can tell you why I think my body is amazing.
and catchi small side To develop To develop my hand a To retrieve	p overarm throwing. p striking a ball with and equipment. e a ball when fielding. tand how to get a	In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.
To develop understan Fielding a To develop and catchi small sideo To develop To develop my hand a To retrieve To undersi batter out To develop	p decision making and d how to score points. nd striking p underarm throwing ing and put this into d games. p overarm throwing. p striking a ball with and equipment. e a ball when fielding. tand how to get a	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.
To develop a ball towa To develop ball and tr To be able ball with y To develop catching sl distance. To develop catching sl distance. To develop catching sl	nd receiving p rolling and throwing ards a target. p receiving a rolling acking skills. e to send and receive a rour feet. p throwing and kills over a short p throwing and kills over a longer ending and receiving nall games.	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self- manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.
Fitness		Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body,

	To develop knowledge of how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise.	their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.
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