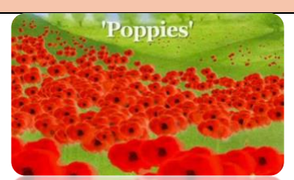
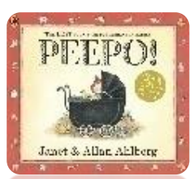
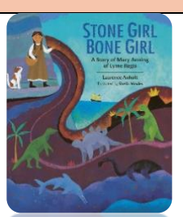
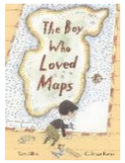
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Clover Hill V.A. Infant & Nursery School
& St. Michael's V.A. Junior School,
Bowthorpe, Norwich

Clover Hill V.A. Infant & Nursery School – National Curriculum Coverage in Year 1

Throughout the Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SCIENCE						
Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. **Plants** Become familiar with common names of flowers and plant structures including seeds. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common wild and garden plants. Identify and name a variety of deciduous and evergreen trees. Observe the growth of planted flowers Become familiar with plant structures Keep records of how plants change over time.	**All about me** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		**Everyday Materials and Exploring materials** 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. Distinguish between an object and the material it is made from. Compare and group together a variety of everyday materials on the basis of their simple physical properties.		**All About Animals** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. 	
HISTORY						
	How am I making history? Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.		**How have toys changed?** Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future		**How have nurses changed the world?** Finding out about events and people beyond living memory, children focus on nurses and what makes them significant. They create a timeline and investigate which parts of the world they worked, before comparing nursing in the past with nursing today. Finally, they discuss ways in which these	

					significant people could be remembered. Florence Nightingale, Mary Seacole and Edith Cavell	
GEOGRAPHY						
Weather and our world		**What is it like here?** Locating where we live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.	**Chinese New Year**  	**What is the weather like in the UK?** Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.		**What is it like to live in Shanghai?** Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork
DESIGN TECHNOLOGY						
	Skills and Knowledge: Gluing Cutting Folding Taping	**Fun Fruit Snack** After exploring fruit using their five senses. Children will have the chance to design and make a fruit snack that will appeal to a child.		**Levers** We will explore a range of levers and sliders within children's picture books then design and make our own lever picture.		**Structures** Children will design and make a range of structures. Exploring how to make them more stable.
ART AND DESIGN						
	Spirals Using drawing, collage and mark-making to explore spirals. We will be introducing sketchbooks.		**Exploring Watercolour** Exploring watercolour and discovering we can use accidental marks to help us make art.		**Playful Making** Exploring materials and intention through a playful approach. We will design and make our own sea creatures.	
LIFE SKILLS						
	**Being me in my world** Safe and Special Belonging Choices and Consequences Feeling valued & contributing Mindfulness	**<u>Celebrating Differences</u>** Identifying differences and similarities Making friends Bullying Mindfulness Friendship Week	**Dreams and Goals** Succeeding Setting and achieving goals Overcoming obstacles Working together Mindfulness	**Healthy me** Being healthy Being safe Being happy Mindfulness	**<u>Relationships</u>** Family belonging Making friends Greeting others School community Special to me	**Changing me** Life cycles Body change Boy and girl body parts Changes in my life Mindfulness

RELIGIOUS EDUCATION						
Religious stories and festivals.	What do my senses tell me about the world of religion and belief? **(Christian, Hindu)**	How does a celebration bring a community together? **(Christian, Muslim)** 	What do Jewish people remember on Shabbat? **(Jewish)**	What does the cross mean to Christians? **(Christian)**	How did the universe come to be? **(multi-faith)**	
MUSIC						
	**Hey you!** Old school hip hop Compose own rap	**Rhythm in the way we walk and banana rap** Action songs linked to foundation of music	**In the Groove** Learn six different styles of music Blues, Baroque, Latin, Bhangra, Folk and Funk	**Round and Round** Bossa nova and improvisation	**Your Imagination** Compose lyrics and dances	**Reflect Rewind and replay** revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
COMPUTING						
	**Technology around us** Recognising technology in school and using it responsibly **Grouping data** Exploring object labels, then using them to sort and properties. Self-Image and Identity Online Relationships Online Reputations Online Bullying	**Digital painting** Choosing appropriate tools in a program to create art, and making comparisons with working nondigitally. Managing Online Information	**Programming animations** Designing and programming the movement of a character on screen to tell stories. Managing Online Information	**Digital writing** Using a computer to create and format text, before comparing to writing nondigitally. Health-Well Being and Lifestyle.	**Moving a robot** Writing short algorithms and programs for floor robots and predicting program outcomes. Privacy and Security Copyright and Ownership	