

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Silvertrees Academy curriculum has been designed with oracy at its heart. We believe that everything starts with talk. Talk supports thinking and that means it supports learning, so, we believe that oracy is the key to all learning. We support this through our curriculum by using high quality texts which are carefully chosen to promote a love of reading and with learning designed to link concepts across the curriculum. We encourage children to share their thoughts and ideas, the children are at the heart of their learning, they share their prior knowledge and are active participants in planning what they want to learn. At Silvertrees Academy we aim to inspire the children to 'Be the best that they can be'.					
Enrichment		Local environment walk (Victoria Park) Ashend farm- Christmas	Toys from the past workshop (visit)			Wild Zoological Park

Science	The Human Body Seasonal Changes (autumn) Children will learn to: • Identify, name, draw and label the basic parts of the human body • Say which part of the body is associated with each sense • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies	Material Seasonal Changes (winter) Children will learn to: • 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. • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies	Planting A Animals (part 1) Children will learn to: • 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. • 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)	Animals (part 2) Caring for the planet Seasonal Changes (spring) Planting B Children will learn to: • 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) • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies • 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.	Plants Planting C Children will learn to: • 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.	Growing and Cooking Seasonal Changes (summer) Children will learn to: • 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. • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies
Working Scientifically	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • 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.					

Geography		Where do I live? Children will be able to name the seven continents of the world and locate the UK on a world map. Children will be able to identify the countries and capital cities of the UK. Children will be able to identify features and characteristics of the countries of the UK. Children will explore the town we live in. Children will be able to describe where their live.		Around the World Children will be able to locate Europe on a world map and identify some of its countries and features. Children will be able to locate Asia on a world map and explore the features and characteristics of China. Children will be able to locate Australia on a world map and identify some of its features and characteristics. Children will be able to locate Africa on a world map and explore the features and characteristics of Kenya. Children will be able to identify North America on a world map and explore the characteristics and features of the USA. Children will be able to locate South America on a world map and explore the features and characteristics of Brazil. Children will be able to locate Antarctica on a world map and identify		People and Places Children will know that all places have human features and physical features. Children will explore human features and what they are used for. Children will be able recognise and describe physical features. Children will use aerial photographs, maps and symbols to identify human and physical features. Children will compare human and physical features of two different places.
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History	All About me Children will be able to order events. Children will explore what a family tree is and what they show. Children will be able to construct their own family trees. Children will find out about differences between childhood today and life in their grandparents' childhood. Children will be able to create a timeline of events in a family history.		Toys Past and Present. Children will describe their favourite toys. Children will find out about the toys my parents, carers and grandparents played with. Children will know how toys have changed within living memory. Children will examine and sort toys by their characteristics. Children will compare and contrast toys over time.		The History of Transport Children will explore types of transport used in the past and present Children will use sources to compare and contrast past and modern-day train travel Children will find out about the invention of motor cars. Children will find out about the first aeroplane flights. Children will find out about the first landing on the Moon.	
Art and Design	Colour, Line and portraits (Artists: Kandinsky/Arcimboldo)		Colour, shape (Artist: Yayoi Kusama)		Sculpture, line, shape, colour, texture (Artist: Georgia O'Keefe)	

Design and Technology		<u>Mechanisms – Sliders and Levers (moving pictures)</u> Children will develop a secure understanding of sliders, levers, pivots and wheel mechanisms. They will explore how these mechanisms move, investigate different ways to construct them, and practise joining materials safely and effectively. They will generate and communicate design ideas for moving pictures, drawing on previous experience to plan and create their own mechanism-based designs. Throughout the process, they will evaluate their work, identify strengths, and suggest improvements.		<u>Food – Preparing Fruit and Vegetables (making healthy snacks)</u> Children will learn to identify and compare a wide range of fruits and vegetables, including where they grow and which are common in the UK or hotter climates. They will use sensory vocabulary to describe appearance, smell, taste and texture, and express personal preferences with reasons. They will follow basic food hygiene and demonstrate safe cutting techniques such as the bridge hold and claw grip, explaining what makes a method safe. Children will select suitable ingredients for a healthy snack, create a labelled design, and follow their plan to make a fruit or vegetable kebab using appropriate food-handling skills. Finally, they will evaluate their finished product, explaining how it meets the design criteria, what they did well, and how it could be improved.		<u>Structures – Freestanding Structures (stable structures)</u> Children will learn to evaluate and compare existing products, communicating their ideas through talking and drawing. They will design purposeful, functional products by considering the end purpose and selecting suitable materials based on their properties. They will explore how materials can be made stronger and stiffer, and practise manipulating materials and using tools accurately to follow a design plan. Throughout the making process, children will use technical vocabulary, evaluate their finished products, identify what they have done well, and suggest improvements.
	Computing	Technology Around Us	Digital Painting	Moving Robots	Grouping Date	Digital Writing

	Pupils should be taught to: • 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 • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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					
Music	Charanga Introducing the beat	Charanga Adding rhythm and pitch	Charanga Introducing temp and dynamics	Charanga Combining pulse rhythm and pitch	Charanga Having fun with improvisation	Charanga Explore sound and create a story
	Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes • 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 interrelated dimensions of music					
RE	What did Jesus Teach us?	Why do Christians give gifts at Christmas?	Beginning to learn Islam: What can we learn from Muslims in Sandwell?	Beginning to learn Islam: What can we learn from the stories of the Prophet?	Beginning to learn Sikhism, The Gurdwara, a place to celebrate +5Ks	What do Sikhs Believe?

RHE	Bouncing Back to School Looking at rules and routines All About Me Finding out about families	Belonging Children will explore what belonging to a group means and think about groups they belong to. Health and Prevention This will help children to understand their flu immunisation.	Caring Friendships and Respectful Relationships Friendships and relationships are a key part of life – children will explore what respectful relationships look like and how to be a caring friend.	Families and people who care for me Children will have a change to build on learning about respectful relationships and think about people who care for them.	Physical health and fitness Children will explore what we do to keep fit and health and why. Basic first aid Sun Safety Children will find out how to stay safe in the sun.	My Wider World Children will have a change to consider and explore the world around them.
PE	During Key Stage 1, children will participate in the following units: - Multi-Skills - Boot Camp - Mighty Movers (running) - Ugly Bug Ball Dance - Active Athletics - Throwing and Catching - Groovy Gymnastics - Skip to the Beat - Brilliant Ball Skills - Core Skills					