



The Oaks Primary School Curriculum Overview 2023-2024

Year 1

| Term | Autumn 1 6/9 – 30/10 7 ½ weeks | Autumn 2 6/11 – 22/12 7 weeks | Spring 1 8/1-16/2 6 weeks | Spring 2 and Summer 1 26/2-28/3 15/4-24/5 5 weeks 5 weeks | Summer 2 3/6-19/7 7 weeks |
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| Project Title | Home is where the heart is? Geography | Let's Remember History / RE | Rain or Shine Science /Geography | Munch, Munch, Crunch, Crunch Science | Fire Fire History |
| Curriculum Drivers | | | | | |
| Science | <ul style="list-style-type: none"> Distinguish between and object and the material from which it is made. Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock, | <ul style="list-style-type: none"> 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 properties | <ul style="list-style-type: none"> 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. | <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). | <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. |
| Geography Fieldwork | <ul style="list-style-type: none"> Name and locate the four countries in the UK Follow teacher led enquiries, and ask and respond to simple closed questions Investigate their surroundings and locality Make observations about where things are within | | <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the North and South Poles Use an atlas to locate UK countries/hot and cold places | <ul style="list-style-type: none"> Draw picture maps of imaginary places using information from stories Use own symbols on an imaginary map Follow simple directions (up/down, left/right, forwards/backwards) | <ul style="list-style-type: none"> Name and locate the capital cities of the UK countries |

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| | <p>school and in the local area</p> <ul style="list-style-type: none"> • Use books/ pictures/stories and simple maps as sources of information • Use a simple picture map to move around the school and recognise that it is about a place • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Local Area) • Identify simple human features of the locality (including town, village, house and shops) <p>Fieldwork – What is the most popular type of house in our local area?</p> | | <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom <p>Fieldwork Question What do weather experts need to know?</p> | | |
| History Concepts | | <ul style="list-style-type: none"> • Sequence photographs etc. from different periods of their life • Know and recount episodes from stories about the past • Compare adults talking about the past – how reliable are their memories. | | | <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events] |



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| | | <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [through festivals or anniversaries – Remembrance/ Bonfire night] Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Recognise the difference between past and present in their own and others' lives Find answers to simple questions about the past from sources of information e.g. artefacts Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Parties/ Birthdays/Eid now and the past) | | | <ul style="list-style-type: none"> Know and recount episodes from stories about the past Recognise the difference between past and present in their own and others' lives Sequence 3 or 4 artefacts from distinctly different periods of time Distinguish between fact and fiction Match objects to people of different ages Find answers to simple questions about the past from sources of information e.g. artefacts |
| DT | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Prepare simple dishes using knowledge of healthy food (Fruit Jellys) Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish Discuss and draw ideas and use ICT to communicate | <ul style="list-style-type: none"> Design simple products that work and look appealing (Weather chart) Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish Use a range of materials and components eg | | <ul style="list-style-type: none"> Understand how key individuals in D&T helped to shape the world (Christopher Wren) (Architecture linked to capital cities) Design simple products that work and look appealing Use a range of tools and equipment to perform |

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| | | <ul style="list-style-type: none"> Use a range of materials and components eg construction, textiles and ingredients Begin to understand where food comes from Discuss own ideas and designs | <ul style="list-style-type: none"> construction, textiles and ingredients Explore simple mechanisms | | <ul style="list-style-type: none"> practical tasks eg cut, shape, join and finish Use a range of materials and components eg construction, textiles and ingredients <p>Start to build structures, exploring ways to stiffen, stable and strengthen</p> |
| Art | <p>Painting Paul Horton</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes, sponges and other tools Mix and match colours to objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping | <p>Printing</p> <ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Take simple prints i.e. mono-printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Design more repetitive patterns | <p>Drawing</p> <ul style="list-style-type: none"> Experiment with a variety of media and begin to control the types of marks made with it Start to record simple media explorations in a sketch book Use a sketchbook to plan and develop simple ideas Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil Begin to develop the use of tone, using techniques such as: hatching, scribbling stippling, and blending to create light/ dark lines | <p>Printing & drawing</p> <ul style="list-style-type: none"> Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print Make rubbings to collect textures and patterns (fossils) Investigate textures by describing and copying patterns and textures | <p>Painting</p> <ul style="list-style-type: none"> Identify primary and secondary colours by name Mix primary shades and tones <p>Mix secondary colours Name different types of paint and their properties – readymix, watercolour</p> <ul style="list-style-type: none"> Identify primary and secondary colours by name Mix primary shades and tones |
| Significant Individuals | Paul Horton | Guy Fawkes | Gustav Klimt | Mary Anning | Samuel Pepys Christopher Wren |



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| Distance Writes | Labels | Invite | Non-chron reports | Narrative – story | Diary |
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| Reading Texts | The Three Little Pigs Home Martha Maps it Out | Where the Poppies Now Grow You Must Bring a Hat The Jolly Postman | The great Explorer The Weather girls Guess how much I love you Tree | We're going on a bear hunt Mixed up Chameleon | The 10 th Anniversary of the Great Fire of London Toby and Great Fire of London The Queen's hat |
| PSHE | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me Relationships | Changing Me |
| RE Inc Christian concept | 1.2 CREATION: Who Made the World? Harvest | Who is Jewish and how do they live? (PART 1) Shema Hanukkah | Who is Muslim and how do they live? (PART 1) | 1.1 GOD: What do Christians believe God is Like How should we care for the world and for others, and why does it matter? | What does it mean to belong to a faith community? |
| Forest Schools | | Materials | Plants | | Materials Fire |
| Educational Visits/Visitors in school Community Links Wow Days | Geography fieldwork (local walk) | Synagogue (RE Hanukkah) | Al Sylvester | Zoo | Fire fighter visit |