



## Boughton Heath Academy Curriculum

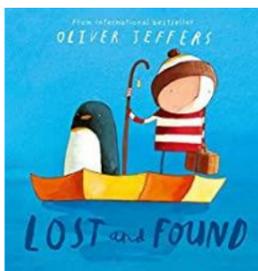
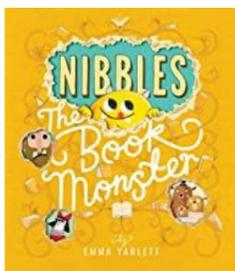
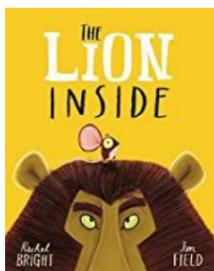
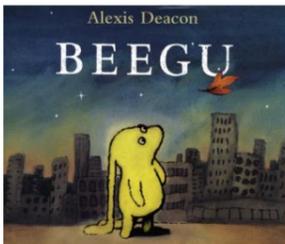
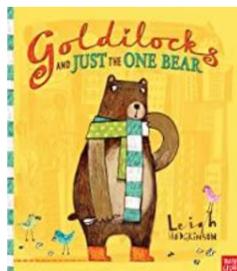


### Year Group Overview 2023 – 24

## Year One

*Here, children thrive...*

## English and Mathematics Curriculum Overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	Focus: Fiction, adventure story	Focus: Recount, diary	Focus: Fiction, journey story	Focus: Fiction, story with a lost creature.	Focus: Fiction, fantasy story	Focus: Fiction, traditional story
						

 <p><b>Mathematics Curriculum</b></p>	<p><b>Numbers to 10</b> Part-whole within 10 Addition and subtraction with 10</p>	<p><b>Addition and subtraction with 10</b> 2D and 3D Shapes Numbers to 20</p>	<p><b>Addition with 20</b> Subtraction within 20 Numbers to 50</p>	<p><b>Introducing length and height</b> Introducing weight and volume</p>	<p><b>Division</b> Halves and Quarters Position and Direction Numbers to 100</p>	<p><b>Time</b> Money</p>
--	---	---	--	---	--	------------------------------

 <p><b>Driver subject Knowledge Bases</b></p>	<p><b>History</b> Local study: Chester Zoo</p> 	<p><b>Geography</b> Continents and oceans</p> 	<p><b>Geography</b> Local study: Boughton</p> 	<p><b>History</b> Within Living Memory</p> 	<p><b>History</b> Queen Elizabeth II's Coronation</p> 	<p><b>Geography</b> Weather &amp; climate</p> 
--	--	---	---	--	---	---

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <b>Science</b>	<b>The Human Body</b> 1. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Materials</b> 1. Distinguish between an object and the material from which it is made, 2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 3. Describe the simple physical properties of a variety of everyday materials 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <b>Seasonal changes</b> 1. Observe changes across the four seasons 2. Observe and describe weather associated with the seasons and how day length varies.	<b>Animals</b> 1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 2. Identify and name a variety of common animals that are carnivores, herbivore and omnivores. 3. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).	<b>Caring for the planet</b> Develop an understanding of respecting and handling living things by establishing ground rules for outdoor work, describe living things using everyday language, present evidence using simple templates, compare deciduous and evergreen trees through observation, identify common flowering plants in cultivated and wild areas, observe flower characteristics including scent, and discuss the differences between gardens and wild areas through residential garden observations.  <b>Seasonal changes</b> 1. Observe changes across the four seasons 2. Observe and describe weather associated with the seasons and how day length varies.	<b>Plants</b> 1. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 2. Identify and describe the basic structure of a variety of common flowering plants, including trees.	<b>Growing and Cooking</b> <b>Working Scientifically focus</b> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul> <b>Seasonal changes</b> 1. Observe changes across the four seasons 2. Observe and describe weather associated with the seasons and how day length varies.
 <b>Geography</b>		<b>Continents and Oceans</b> 1. Name and locate the world's seven continents and five oceans.  2. 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.  3. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	<b>Local Study: Boughton</b> 1. 2. 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  2. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  3. 5. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.  4. 6. 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  5. 7. 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.			<b>Weather and Climate</b> 1. 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  2. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  3. identify seasonal and daily weather patterns in the United Kingdom  4. 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.

	<p><b>History of Chester Zoo</b>  1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  2. significant historical events, people and places in their own locality.  3. Develop an awareness of the past  4. Use common words and phrases relating to the passing of time  5. Ask and answer questions  6. Understand some ways we find out about the past  7. Identify different ways in which the past is represented.  8. Use a wide vocabulary of everyday historical terms.</p>			<p><b>Within living memory: Life when my Grandparents were six.</b>  1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  2. significant historical events, people and places in their own locality.  3. Develop an awareness of the past  4. Use common words and phrases relating to the passing of time  5. Ask and answer questions  6. Understand some ways we find out about the past  7. Identify different ways in which the past is represented.  8. Use a wide vocabulary of everyday historical terms.</p>	<p><b>Significant events within history: Queen Elizabeth II's Coronation</b>  1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  2. significant historical events, people and places in their own locality.  3. Develop an awareness of the past  4. Use common words and phrases relating to the passing of time  5. Ask and answer questions  6. Understand some ways we find out about the past  7. Identify different ways in which the past is represented  8. Use a wide vocabulary of everyday historical terms.</p>	
	<p><b>Collage: Matisse</b>  1. to use a range of materials creatively to design and make products,  2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,  3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space,  4. 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.</p>			<p><b>Colour &amp; Painting – Peter Blake</b>  1. to use a range of materials creatively to design and make products,  2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,  3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space,  4. 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.</p>	<p><b>Paint: Van Gogh</b>  1. to use a range of materials creatively to design and make products,  2. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,  3. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space,  4. 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.</p>	
		<p><b>Sliders &amp; Levers – Moving Picture Cards</b>  When designing and making, pupils should be taught to:  <b>Design:</b>  1. design purposeful, functional, appealing products for themselves and other users based on design criteria  2. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  <b>Make:</b>  3. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  4. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  <b>Evaluate:</b>  5. explore and evaluate a range of existing products  6. evaluate their ideas and products against design criteria  <b>Technical knowledge:</b>  7. build structures, exploring how they can be made stronger, stiffer and more stable,</p>	<p><b>Templates &amp; Joining (textiles) – Glove puppets</b>  When designing and making, pupils should be taught to:  <b>Design:</b>  1. design purposeful, functional, appealing products for themselves and other users based on design criteria  2. generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  <b>Make:</b>  3. select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  4. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  <b>Evaluate:</b>  5. explore and evaluate a range of existing products  6. evaluate their ideas and products against design criteria  <b>Technical knowledge:</b>  7. build structures, exploring how they can be made stronger, stiffer and more stable,</p>			<p><b>Cooking and nutrition Boughton Heath Bake Off Preparing fruit and vegetables – a healthy meal</b>  <b>Cooking and nutrition:</b>  9. use the basic principles of a healthy and varied diet to prepare dishes  10. understand where food comes from.</p>

		8. explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	8. explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			
--	--	--	--	--	--	--

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p><b>Music</b></p>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
	<b>Pulse and rhythm (Theme: All about me)</b>	<b>Tempo (Theme: Snail and mouse)</b>	<b>Musical vocabulary (Theme: Under the sea)</b>	<b>Vocal and body sounds (Theme: By the sea)</b>	<b>Timbre and rhythmic patterns (Theme: Fairy tales)</b>	<b>Pitch and tempo (Theme: Superheroes)</b>
 <p><b>Religious Education</b></p>	<p><b>Christianity</b> <b>What does it mean to belong?</b></p> <ol style="list-style-type: none"> <li>Why do Christians believe that people are special?</li> <li>What does it mean to belong?</li> <li>Which of the symbols are associated with Christianity?</li> <li>What symbols can I see in a baby's baptism?</li> <li>How was Jesus baptised?</li> <li>Why do some adults choose to be baptised?</li> </ol>	<p><b>Christianity</b> <b>Why do Christians celebrate Christmas?</b></p> <ol style="list-style-type: none"> <li>What is meant by the idea of something 'precious'?</li> <li>What happened before and after the birth of Jesus?</li> <li>What was special about the gifts that were given to Jesus?</li> <li>Which parts of the Christmas story are still good news for Christians today?</li> <li>Why do Christians believe that Jesus was a gift from God?</li> <li>Can you discuss how the school nativity is different or similar to your understanding of the Christmas story?</li> </ol>	<p><b>Christianity</b> <b>What do we think about how the world was made and how should we look after it?</b></p> <ol style="list-style-type: none"> <li>What beauty can you see in the world around you?</li> <li>What does beauty mean?</li> <li>What does the Bible say about how the world was created?</li> <li>What other views are there about how the world began?</li> <li>How did St Francis care for creation?</li> <li>How can we be stewards of creation?</li> </ol>	<p><b>Skills Based</b> <b>What is respect?</b></p> <ol style="list-style-type: none"> <li>How can we all get along together when we are all different?</li> <li>What is respect and how can I show respect for others?</li> <li>Can I explain to another what respect means? What is a religious artefact and how should I handle them?</li> <li>What is meant by culture?</li> <li>Why do people have different worldviews? How can I understand someone else's point of view?</li> <li>How does Tu B'Shevat show thanks for creation and respect for the environment? Can I show respect for the natural world?</li> </ol>	<p><b>Islam</b> <b>How and why are Allah and Muhammad (PBUH) important to Muslims?</b></p> <ol style="list-style-type: none"> <li>What is a Muslim?</li> <li>Who was Muhammad (PBUH)?</li> <li>What happened to Muhammad on the Night of Power?</li> <li>Who is Allah?</li> <li>How do Muslims describe Allah?</li> <li>What are some of the 99 names of Allah?</li> </ol>	<p><b>Islam</b> <b>How do Muslims express new beginnings?</b></p> <ol style="list-style-type: none"> <li>What is the Holy Book of Islam?</li> <li>What do Muslims believe about Creation? How does this compare to the Christian story of Creation?</li> <li>What is the Shahadah?</li> <li>How is a baby welcomed into a Muslim family?</li> <li>What happens at a Muslim wedding?</li> <li>What are some of the important words for Muslims which express their faith?</li> </ol>
	 <p><b>Physical Education</b></p>	<p><b>Gymnastics</b></p> <ol style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ol>	<p><b>Multi skills</b></p> <ol style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ol>	<p><b>Dance</b></p> <ol style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> </ol>	<p><b>Invasion Games</b></p> <ol style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ol>	<p><b>Throwing and catching</b></p> <ol style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> </ol>
 <p><b>Computing</b></p>		<p><b>Computing systems and networks: Improving mouse skills</b></p> <ol style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school.</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about</li> </ol>	<p><b>Programming 1: Algorithms unplugged</b></p> <ol style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> </ol>	<p><b>Skills showcase: Rocket to the moon</b></p> <ol style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ol>	<p><b>Maze Explorers</b></p> <ol style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ol>	<p><b>Animation Stories</b></p> <ol style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ol>

	content or contact on the internet or other online technologies.					
<b>Online Safety:</b> 5. Recognise common uses of information technology beyond school. 6. 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						
 <b>PSHCE &amp; RSE</b>	<b>Being me in my world</b> 1. Feeling special and safe 2. Being part of a class 3. Rights and responsibilities 4. Rewards and feeling proud 5. Consequences 6. Owing the Learning Charter	<b>Celebrating differences</b> 1. Similarities and differences 2. Understanding bullying and knowing how to deal with it 3. Making new friends 4. Celebrating the differences in everyone	<b>Dreams and Goals</b> 1. Setting goals 2. Identifying successes and achievements 3. Learning styles 4. Working well and celebrating achievement with a partner 5. Tackling new challenges 6. Identifying and overcoming obstacles 7. Feelings of success	<b>Healthy Me</b> 1. Keeping myself healthy 2. Healthier lifestyle choices 3. Keeping clean 4. Being safe 5. Medicine safety/safety with household items 6. Road safety 7. Linking health and happiness	<b>Relationships</b> 1. Belonging to a family 2. Making friends/being a good friend 3. Physical contact preferences 4. People who help us 5. Qualities as a friend and person 6. Self-acknowledgement 7. Being a good friend to myself 8. Celebrating special relationships	<b>Changing Me</b> 1. Life cycles – animal and human 2. Changes in me 3. Changes since being a baby 4. Differences between female and male bodies (correct terminology) 5. Linking growing and learning 6. Coping with change 7. Transition