Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1

Overall Theme		Heroes and Heroines		Our Changing World		Unscrew the Lid…Release the Potential	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment	Visit/Trip	Christmas Panto		Grimsargh Wetlands Imagine That! (?)		Church- Baptism Barton Grange	
	Kick Start	Heroes and heroines in our lives		Great Fire of London			
Mathematics		**Number and Place Value:** Use the language of: equal to, more than, less than (fewer), most, least Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count in multiples of twos, fives and tens Read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words Begin to recognise the place value of numbers beyond 20 (tens and ones) Identify and represent numbers using objects	**Number and Place Value:** Use the language of: equal to, more than, less than (fewer), most, least Recognise and create repeating patterns with numbers, objects and shapes Identify odd and even numbers linked to counting in twos from 0 and 1 **Number- Addition and Subtraction-** Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number	**Number and Place Value:** Use the language of: equal to, more than, less than (fewer), most, least Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count in multiples of twos, fives and tens Read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words Begin to recognise the place value of numbers beyond 20 (tens and ones) Identify and represent numbers using objects	**Number and Place Value:** Use the language of: equal to, more than, less than (fewer), most, least Recognise and create repeating patterns with numbers, objects and shapes Identify odd and even numbers linked to counting in twos from 0 and 1 **Number- Addition and Subtraction-** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and	**Number and Place Value:** Use the language of: equal to, more than, less than (fewer), most, least Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count in multiples of twos, fives and tens Read and write numbers to 100 in numerals Read and write numbers from 1 to 20 in numerals and words Begin to recognise the place value of numbers beyond 20 (tens and ones) Identify and represent numbers using objects	**Number and Place Value:** Use the language of: equal to, more than, less than (fewer), most, least Recognise and create repeating patterns with numbers, objects and shapes Identify odd and even numbers linked to counting in twos from 0 and 1 **Number- Addition and Subtraction-** Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations)

Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1

	and pictorial representations including the number line Given a number, identify one more and one less Solve problems and practical problems involving all of the above **Number- Addition and Subtraction-** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations) Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number	problems such as 7 = ≤ - 9 **Fractions-** Understand that a fraction can describe part of a whole Understand that a unit fraction represents one equal part of a whole Recognise, find and name a half as one of two equal parts of an object shape or quantity (including measure) Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity (including measure) **Measurement-** Measure and begin to record: - lengths and heights, using non-standard and then manageable standard units (m/cm) - mass/weight, using non-standard and then manageable standard units (kg/g) - capacity and volume using non-standard and then	and pictorial representations including the number line Given a number, identify one more and one less Given a number identify ten more or less Order numbers to 50 Solve problems and practical problems involving all of the above **Number- Addition and Subtraction-** Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ≤ - 9 Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations) **Number- Multiplication and Division-**	related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations) **Measurement-** Measure and begin to record: - lengths and heights, using non-standard and then manageable standard units (m/cm) - mass/weight, using non-standard and then manageable standard units (kg/g) - capacity and volume using non-standard and then manageable standard units (litres/ml) - time (hours/minutes/seconds) within children's range of counting competence (Length and Mass, time) Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter,	and pictorial representations including the number line Given a number, identify one more and one less Given a number identify ten more or less Order numbers to 50 Solve problems and practical problems involving all of the above **Number- Addition and Subtraction-** Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations) Solve one-step problems that involve addition and subtraction, using	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ≤ - 9 **Number- Multiplication and Division-** Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher **Measurement-** Measure and begin to record: - lengths and heights, using non-standard and then manageable standard units (m/cm) - mass/weight, using non-standard and then manageable standard units (kg/g) - capacity and volume using non-standard and then manageable standard

Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1

	problems such as 7 = ≤ - 9 **Measurement-** Measure and begin to record: - lengths and heights, using non-standard and then manageable standard units (m/cm) - mass/weight, using non-standard and then manageable standard units (kg/g) - capacity and volume using non-standard and then manageable standard units (litres/ml) - time (hours/minutes/seconds) within children's range of counting competence (Length and Mass) Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - mass/weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (for example,	manageable standard units (litres/ml) - time (hours/minutes/seconds) within children's range of counting competence (Volume and capacity, time) Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - mass/weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later) (Volume and capacity, time) Recognise and use language relating to dates, including days of the week, weeks, months and years Sequence events in chronological order	Recall and use doubles of all numbers to 10 and corresponding halves Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher **Measurement-** Measure and begin to record: - lengths and heights, using non-standard and then manageable standard units (m/cm) - mass/weight, using non-standard and then manageable standard units (kg/g) - capacity and volume using non-standard and then manageable standard units (litres/ml) - time (hours/minutes/seconds) within children's range of counting competence (Mass) Compare, describe and solve practical problems	tall/short, double/half) - mass/weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later) (Length and Mass, Time) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times **Geometry- Position and Direction-** Describe movement, including whole, half, quarter and three-quarter turns Describe position and direction	concrete objects and pictorial representations, and missing number problems such as 7 = ≤ - 9 **Measurement-** Measure and begin to record: - lengths and heights, using non-standard and then manageable standard units (m/cm) - mass/weight, using non-standard and then manageable standard units (kg/g) - capacity and volume using non-standard and then manageable standard units (litres/ml) - time (hours/minutes/seconds) within children's range of counting competence (Volume and capacity) Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - mass/weight (for example, heavy/light,	units (litres/ml) - time (hours/minutes/seconds) within children's range of counting competence (Time, length and mass) Compare, describe and solve practical problems for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - mass/weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later) (Time, length and mass) Recognise and use language relating to dates, including days of the week, weeks, months and years Sequence events in chronological order using language (for example, before and after, next, first, today,

Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1

	full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later) (Length and Mass) **Geometry- Properties of Shape-** Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres	using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening Recognise and know the value of different denominations of coins and notes **Geometry- Position and Direction-** Recognise and create repeating patterns with objects and shapes **Statistics** Sort objects, numbers and shapes to a given criterion and their own	for: - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) - mass/weight (for example, heavy/light, heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later) (Mass) Recognise and know the value of different denominations of coins and notes **Geometry- Properties of Shape-** Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres		heavier than, lighter than) - capacity and volume (for example, full/empty, more than, less than, half, half full, quarter) - time (for example, quicker, slower, earlier, later) (Volume and capacity) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times **Geometry- Properties of Shape-** Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres **Geometry- Position and Direction-** Describe movement, including whole, half, quarter and three-quarter turns	yesterday, tomorrow, morning, afternoon and evening **Geometry- Position and Direction-** Recognise and create repeating patterns with objects and shapes **Statistics-** Sort objects, numbers and shapes to a given criterion and their own Present and interpret data in block diagrams using practical equipment Ask and answer simple questions by counting the number of objects in each category Ask and answer questions by comparing categorical data

Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1

					Describe position and direction **Statistics-** Present and interpret data in block diagrams using practical equipment Ask and answer simple questions by counting the number of objects in each category Ask and answer questions by comparing categorical data	
Science	**Animals including Humans-** To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Seasonal Changes-** To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.		**Everyday Materials-** To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials on the basis of their simple physical properties. **Seasonal Changes-** To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.		**Plants-** To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees. **Seasonal Changes-** To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.	

Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1

RE	**Harvest-** We (Christians) believe that it is important to say thank you to God for the harvest. We believe that helping others is part of putting our Christian faith in action. There are Christian charities working worldwide to improve the living conditions of people in third world countries and other areas of poverty. **Non-Christian Faith-** Jewish people also celebrate harvest and this is called Sukkot.	**God and Creation** We (Christians) believe that God created the world. The creation stories are at the very beginning of the Bible and be able to recall details briefly. We (Christians) believe that people should be taking care of our world. We (Christians) believe that in creation we can see the power and wonder of God. **Christmas-** We (Christians) believe that Jesus is God's gift to the world. The Wise Men (Magi) visited baby Jesus after Christmas. We (Christians) believe that the gift of Jesus shows God's love and care for the world. We (Christians) believe Jesus is God's son the promised Messiah.	**Jesus Was Special-** The stories of Jesus miracles can be found in the Gospels in the New Testament. We (Christians) believe that the miracles reveal Jesus as the Son of God.	**Easter-** The events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs. We (Christians) believe that Easter is a new beginning. We (Christians) believe that Jesus died and rose back to life again.	**Baptism-** Baptism is an occasion when promises are made to God and people are welcomed as a member of the church. Water is a symbol of baptism. people can be baptised at any age, in the font at church, in a pool, a river or the sea. Jesus was baptised in the river Jordan. people of faiths other than Christianity also welcome new babies in special ways. **Joseph-** the story of Joseph can be found in the Old Testament. that Joseph is an important person in God's big story.	**My World, Jesus' World-** Jesus lived a long time ago in a world very different to ours. we (Christians) believe that Jesus is the son of God. we (Christians) believe that Jesus understands what it is like to live an everyday life as a human.
Geography	**Enquiry and Investigation-** Ask and answer simple questions.		**Enquiry and Investigation-** Ask and answer simple questions. **Fieldwork-**		**Enquiry and Investigation-** Ask and answer simple questions.	

Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1

	Describe some similarities and differences when studying places and features i.e hot and cold places of the world. **Interpreting Geographical Information-** Use a range of sources such as simple maps, globes, atlases and images. **Communicate Geographical Information-** Use maps and other images to talk about everyday life – where they live, journeys etc… Draw, speak or write about simple geographical concepts such as what they can see where.		Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds. **Interpreting Geographical Information-** Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps. **Communicate Geographical Information-** Use maps and other images to talk about everyday life – where they live, journeys etc… Draw, speak or write about simple geographical concepts such as what they can see where.		Describe some similarities and differences when studying places and features i.e hot and cold places of the world. **Interpreting Geographical Information-** Use a range of sources such as simple maps, globes, atlases and images. **Communicate Geographical Information-** Use maps and other images to talk about everyday life – where they live, journeys etc…	
History	**Chronology-** Recount changes in own life over time Distinguish between past and present Use words and phrases such as old, new. young, days, months **Range and Depth of Historical Knowledge**- Tell the difference between past and present in own and other people's lives **Organisation and Communication-** Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT		**Chronology-** Identify similarities and differences between different ways of life beyond living memory **Interpretations of History**- Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) **Organisation and Communication-** Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT		**Historical Enquiry-** Sort artefacts "then" and "now" Ask and answer questions related to different sources and objects including pictures and stories. **Range and Depth of Historical Knowledge**- Tell the difference between past and present in own and other people's lives **Organisation and Communication-** Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT	
Art & DT	Harvest drawing form and shape from observation move to painting (colour wheel) fruit and veg NC identify primary and swcondary colours by name. History link –mark making inventing new lines Paul Klee/Picasso	Card to print – silhouette tree Pienkowski NC -torn collage background Calendar – folded symmetry collage, Matisse Paper plate snowmen hall display winter theme NC collect sort name match colours for an appropriate image.	History Great fire –DT Levers and mechanisms, appropriate joins. Great Fire of London Grimsargh Wetlands –link to artist Marianne North drawing/painting/pastel flowers/plants. NC use a variety of brushes and tools and techniques.	Mothering Sunday Sculpture –clay heart NC manipulate malleable materials. Henry Moore Textiles – card dye with masked out area add sequin detail NC apply decoration impressionists/Mendi patterns. Easter	Geography link – animal drawing and collage Mark making –Rousseau Repetitive patterns – link to topic Mark making	Sculpture – adding and inventing – local buildings. DT Homes different fixings. Gaudi/Hundertwasser style. Printing with objects, fingers – Lowry style local figures Tom Finney – 'The Football Match' work on different scales.

Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1

	– painting self-portraits drawing ½ face – feelings (pshce link) Seasonal changes Ongoing throughout the year – focus on Autumnal/Winter changes. Weather and climate, draw the weather link to landscape artists (Turner skies) Use natural resources; leaves and twigs to make artwork Andy Goldsworthy style. NC experiment with natural materials. Textiles create fabrics by weaving natural materials	Christmas card – DT pop up mechanism collage/cutting skills.	Painting water -wetlands link Geography – painting hot and cold colours– patterns, Monet Worldwide animal print collage NC create and use texture for an image.	card DT create a pompom chick NC use a range of textile techniques. Science link DT structures – create playground equipment.	repetitive patterns – link to topic. – multicultural patterns from around the world Digital media – photos of local area, create a jigsaw. Simple graphics to create local images PSHCE –DT fruit kebab work safely and hygienically.	
Computing	**Digital Literacy-** 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.	**Digital Literacy-** 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. **Computer Science-** Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. **Information Technology-** Use technology purposefully to create,	**Digital Literacy-** 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. **Computer Science-** Use logical reasoning to predict the behaviour of simple programs **Information Technology-** Use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Digital Literacy-** 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. **Computer Science-** Create and debug simple programs	**Digital Literacy-** 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. **Information Technology-** Use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Digital Literacy-** 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.

Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1

		organise, store, manipulate and retrieve digital content				
Music	Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively by singing songs and speaking chants and rhymes.		Play tuned and un-tuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.		Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively by singing songs and speaking chants and rhymes.	Play tuned and un-tuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	**Travelling-** Running, hopping, skipping, galloping **Sending-** Roll a ball underarm Throw an object underarm (beanbag) Throw an object overarm (beanbag, ball) Aiming at various targets using different equipment. Striking a ball with a bat. **Receiving-** Catching a ball	**Dance-** Copy and explore body actions from a range of stimuli. Copy simple movement patterns. Show and tell using body actions to explore moods, ideas and feelings.	**Travelling- Hands and feet-** frog, bunny, bear, crab, caterpillar, crocodile. **Shape-** Wide, thin, tuck. Rolling- Rocking on back, pencil, egg rolls. **Jumping-** Two feet to two feet. **Handle small and large apparatus.**	**Travelling-** Running, hopping, skipping, galloping **Sending-** Roll a ball underarm Throw an object underarm (beanbag) Aiming at various targets using different equipment. (beanbag, ball, quoit, shuttlecock etc) **Attacking and defending strategies (games)-** Understand the concept of aiming.	**Travelling-** Running, hopping, skipping, galloping **Sending-** Throw an object overarm (beanbag, ball) Aiming at various targets using different equipment. (beanbag, ball, quoit, shuttlecock etc) **Receiving-** Catching a ball Catching a ball at different heights. **Attacking and defending strategies (games)-** Use a feint to try and win a net game.	**Dance-** Copy and explore body actions from a range of stimuli. Copy simple movement patterns. Show and tell using body actions to explore moods, ideas and feelings. **Travelling-** Running, hopping, skipping, galloping **Sending-** Throw an object underarm (beanbag) Throw an object overarm (beanbag, ball)

Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1

					Throw or hit an object into a space to make it more difficult for their opponents.	Aiming at various targets using different equipment. (beanbag, ball, quoit, shuttlecock etc)
PSHE	**Relationships-** Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings; Identify how feelings might make us behave:	**Valuing Difference-** Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences.	**Keeping Safe-** Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. Explain the difference between a secret and a nice surprise;	**Rights and Responsibilities-** Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Explain the importance of looking after things that belong to themselves or to others. Explain where people get money from; List some of the things that money may be spent on in a family home. Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe;	**Being My Best-** Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order. Recognise the importance of sleep in	**Growing and Changing-** Identify parts of the body that are private using the correct terminology; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Identify things they could do as a baby, a toddler and can do now;

Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1

	Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt. Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship; Suggest simple strategies for making up. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.		Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use.	Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).	maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; Recognise which foods we need to eat more of and which we need to eat less of to be healthy Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. Understand how diseases can spread; Recognise and use simple strategies for preventing the spread of diseases.	Identify the people who help/helped them at those different stages.

Grimsargh St Michael's CE Primary School
Curriculum Overview 2021/22
Year 1