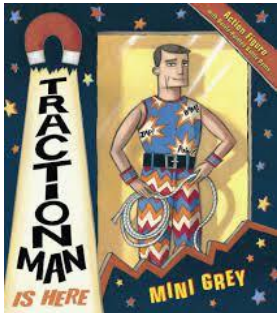
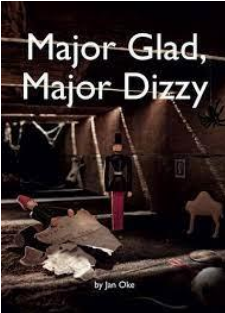




YEAR 1 CURRICULUM OVERVIEW

Curriculum Overview for Year 1

A u t u m n	This term is history themed - Toys through Time		
	<p style="text-align: center;"><u>English</u></p> <div style="display: flex; justify-content: space-around;">   </div> <p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly, • Correct letter formations for lower case and upper case letters. <p>Composition</p> <ul style="list-style-type: none"> • Orally say a sentence, • Write a sentence that matches our spoken sentences. <p>Punctuation</p> <ul style="list-style-type: none"> • Use capital letters and full stops mostly correctly in sentences, • Use gaps in between words. <p>Spelling</p> <ul style="list-style-type: none"> • Make connections between phonics and spelling patterns, <p>Editing</p> <ul style="list-style-type: none"> • Teach children to recognise when words are spelt incorrectly when re-reading their work and to use a green pen to correct. 	<p style="text-align: center;"><u>Maths</u></p> <p>Number</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> • Count to and across 20, forwards and backwards, beginning from any given number, • Identify one more and one less up to 20, • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs, • Represent and use number bonds and related subtraction facts within 20, • Add one-digit and two-digit numbers to 20, including zero. <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Use concrete objects to show arrays with the support of a teacher. <p>Measurement</p> <ul style="list-style-type: none"> • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • Recognise and use language relating to dates, including days of the week, weeks, months and years. <p>Geometry</p> <p>Properties of shapes</p> <ul style="list-style-type: none"> • Recognise and name common 2-D shapes, including: [for example, rectangles (including squares), circles and triangles] 	
<p><u>History</u></p> <p>Toys</p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time, 	<p><u>Science</u></p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Ask simple questions and recognising that they can be answered in different ways, 	<p><u>Geography</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents <p>Human and physical geography</p>	

- To use a timeline to show the history of toys and where they fit within a chronological framework,
- Identify similarities and differences between different periods and their toys,
- To ask and answer questions as a historian,
- Study changes within living memory which is used to reveal aspects of change in national life,
- Look at events beyond living memory that are significant nationally or globally [for example, the Industrial Revolution].

- Observe rainfall closely, using simple measuring equipment and perform simple tests to measure,
- Use class observations and ideas to suggest answers to questions,
- To gather and record data to help in answering our questions.

Everyday Materials

- 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
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes

- Observe changes across the four seasons,
- Observe and describe weather associated with the seasons and how day length varies.

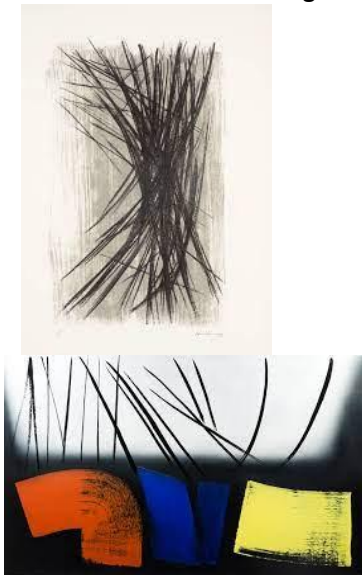
- Use basic geographical vocabulary to refer to: city, factory, house and shop.

Geographical skills and fieldwork

- Use world maps and globes to identify the United Kingdom and its countries
- Use world maps and globes to identify the countries where toys originated.

Art

Artist Focus: Hans Hartung



- To develop a wide range of art and design techniques in using colour, pattern, texture, line and shape,
- Taught about the work of Hans, describing the

Design Technology

Textile - to make a toy puppet.

Design

- To generate purposeful design ideas for a puppet through discussions and drawings,
- Explain who the puppet is designed for
- Plan what materials are needed.

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Evaluate their ideas and products against design criteria.

Music

Pulse and Rhythm

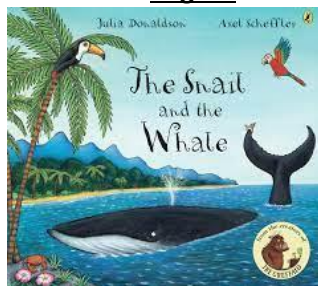
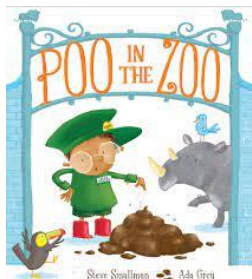
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using different instruments.

<p>differences and similarities between different practices and disciplines, and making links to their own work.</p>		
<p style="text-align: center;"><u>Computing</u></p> <p>E-safety</p> <p>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.</p> <p>Technology around us</p> <p>Recognising technology in school and using it responsibly.</p> <p>Digital painting</p> <p>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p>	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> ● Investigate movement, stillness, and how to find and use space safely, ● Copy, create, remember and repeat short movements, ● Perform dances using simple movement patterns. <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> ● Explore basic gymnastic actions on the floor and using apparatus, ● Master basic movements including running, and jumping, as well as developing balance, agility and coordination. <p style="text-align: center;">Games</p> <ul style="list-style-type: none"> ● Invasion games ● Show awareness of being on a team when playing games; perform basic skills of rolling, striking and kicking; apply these skills in a variety of simple games; make choices about space and equipment; use a variety of simple tactics; describe how their bodies work and feel when playing games; work well with a partner and in a small group to improve their skills. 	<p style="text-align: center;"><u>MFL (N/A)</u></p>
<p style="text-align: center;"><u>P.S.H.E and Character Education</u></p> <p>Being me in my world</p> <ul style="list-style-type: none"> ● Being mindful of our words, emotions and how they can affect others, ● Understanding our rights and responsibilities, ● Belonging to their class. <p>Celebrating difference</p> <ul style="list-style-type: none"> ● To be inclusive in their play and attitudes, ● To be aware that there are differences of culture, beliefs and lifestyle and that we should celebrate them. 		<p style="text-align: center;"><u>Religious Education</u></p> <p>Christians</p> <p>Who is a Christian and what do they believe?</p> <p style="text-align: center;">Believing</p> <ul style="list-style-type: none"> ● Talk about some simple Christian beliefs about God and Jesus, ● Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means, ● Talk about issues of good and bad, right and wrong arising from the stories, ● Ask some questions about believing in God and offer some ideas of their own. <p>Celebrations</p> <p>How and why do we celebrate special and sacred times?</p> <p style="text-align: center;">Expressing</p> <ul style="list-style-type: none"> ● Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in another religion, ● Retell stories connected with Christmas and say why these are important to Christians, ● Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion,

- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to Christians.

This term is science themed - Amazing Animals

English



Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly,
- Correct formations of digits 0-9,
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these as leading line letters.

Composition

- Orally say a sentence,
- Write a sentence that matches our spoken sentences,
- Start to sequence sentences to form short narratives,
- Discuss what they have written with the teacher or other pupils.

Punctuation

- Use capital letters and full stops mostly correctly in sentences,
- Use gaps in between words,
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I',
- Use 'and' to join clauses.

Spelling

- Make connections between phonics and spelling patterns,
- Use -ed, -s, -es, suffixes correctly.

Editing

- Recognise when words are spelt incorrectly when re-reading their work and to use a green pen to correct,
- Re-reading what they have written to check that it makes sense.

Maths

Number

Number and Place Value

- Count to and across 50, forwards and backwards, beginning from any given number,
- Identify one more and one less up to 50,
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least,
- read and write numbers from 1 to 20 in numerals and words.

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 50,
- Add one-digit and two-digit numbers to 50, including zero,
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

Multiplication and Division

- Use concrete objects to show arrays of 2s, 5s and 10s,
- Use pictorial representations to show arrays of 2s, 5s and 10s.

Measurement

- Measure and begin to record: lengths and heights, mass/weight and capacity/volume
- Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]
- Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

Geometry

Properties of shapes

- recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Spring

History

- Using taught language and phrases relating to the passing of time,
- Using our Toys timeline to place events in time.

Science

Animals, including Humans

Geography

Locational knowledge

- Linking animals to different continents around the world,

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)
- Notice that animals, including humans, have offspring which grow into adults.
- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Seasonal changes

- Observe changes across the four seasons,
- Compare our observations with different seasons,
- Observe and describe weather associated with the seasons and how day length varies.

- Geographical skills and fieldwork**
- Use world maps and globes to introduce the Equator, North Pole and South Pole.

Art

Artist Focus: Steven Brown



- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination,
- To develop a wide range of art and design techniques in using colour, pattern, texture, line and shape,
- Taught about the work of Steven, describing the differences and similarities between different practices and disciplines of Steven and Hans, and making links to their own work.

Photography Focus: Robert Irwin

Design Technology

Cooking and Nutrition - to make a sandwich.

Design

- To generate purposeful design ideas for a sandwich through discussions and drawings,
- Explain who the sandwich is for,
- Plan what ingredients are needed.

Make

- Use the basic principles of a healthy and varied diet to prepare dishes,
- Children explore food safety and the importance of hygiene.

Evaluate

- Evaluate their ideas and product against design criteria.

Music

Classical music, dynamics and tempo (Animal link):

- Listen to, and discuss, the dynamics and tempo of music and link this to how animals move and hunt
- Compose and perform their ideas.

Timbre and rhythmic patterns (Theme: Fairytales):

- Introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.



- To use technology when creating art,
- Children discuss the work of Robert to a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Computing

Moving a robot

Writing short algorithms and programs for floor robots, and predicting program outcomes.

Grouping data

Exploring object labels, then using them to sort and group objects by properties.

Physical Education

Dance

- Develop competence with movement, stillness, and how to find and use space safely,
- Use more complex movements when performing,
- Perform dances that show understanding of rhythm and pace.

Gymnastics

- Begin to develop balance, agility and coordination.

Games

- Net/Wall Games
- Play games using modified courts and a small range of throwing skills; hit a ball with some consistency when practising; use bigger target areas to aim for; use a small range of tactics; use simple rules fairly; know when their heart beats faster; with help, identify practices to help them improve.
- Striking and Fielding
- Use a few skills with control and some accuracy; use a small range of skills and tactics in games; come up with sensible solutions, given time to think about their actions; follow warm ups; recognise what happens to their bodies as they work; carry out practices to improve their work and understand why they are useful

MFL (N/A)

P.S.H.E and Character Education

Dreams and Goals

- The importance of having goals
- Understanding how purposeful education is to their aspirations,

Religious Education

Faith Communities

What does it mean to belong to a faith community?

- Promoting positive learning behaviours, especially resilience and motivation.

Healthy Me

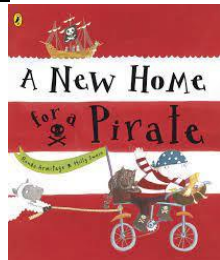
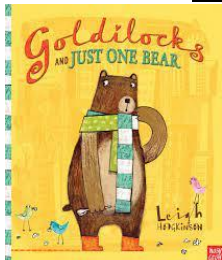
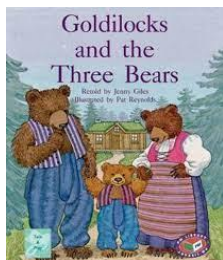
- To make positive choices for their physical and mental health
- Demonstrate that positive choices for their mind is just as important as for their body.

Living

- Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers,
- Recount what happens at a traditional Christian infant baptism and suggest what actions and symbols mean,
- Identify 2 ways people show they belong to each other when they get married,
- Respond to examples of cooperation between different people.

This term is geography themed - Houses and Homes

English



Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly,
- Correct formations of digits 0-9,
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways),
- Form lower-case letters in the correct direction, starting and finishing in the right place,
- Form capital letters correctly.

Composition

- Orally say a sentence,
- Write a sentence that matches our spoken sentences,
- Sequence sentences to form short narratives,
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and a teacher.

Punctuation

- Use capital letters, full stops and question marks mostly correctly in sentences,
- Use gaps in between words,
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I',
- Use 'and' to join clauses.

Spelling

- Make connections between phonics and spelling patterns,

Maths

Number

Number and Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number,
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens,
- Given a number, identify one more and one less,
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least,
- Read and write numbers from 1 to 20 in numerals and words.

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 50,
- Add one-digit and two-digit numbers to 50, including zero,
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.

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

Fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity,
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

- Measure and begin to record time (hours, minutes, seconds),

- Use -ed, -s, -es, -ing, -er, -est suffixes correctly.
- Use -un prefix correctly,
- Name the letters of the alphabet in order when spelling
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far,
- Days of the week spelt correctly.

Editing

- Recognise when words are spelt incorrectly when re-reading their work and to use a green pen to correct,
- Re-reading what they have written to check that it makes sense.
- Recognise when capital letters have been missed and add them in when re-reading work.

- Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later],
- Recognise and know the value of different denominations of coins and notes,
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening],
- Recognise and use language relating to dates, including days of the week, weeks, months and years,
- 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 position, direction and movement, including whole, half, quarter and three quarter turns.

History

Cross Curricular Links

- Using taught language and phrases relating to the passing of time to explain how houses have changed and developed over time,
- Look at The Great Fire of London, how it was an event beyond living memory but that it is significant globally.

Science

Working Scientifically

- Ask simple questions about the length of the day and recognise that they can be answered in different ways,
- Observe daylight closely, using a sundial,
- Perform simple tests,
- Use their observations and ideas to suggest answers to questions,
- Gather and record data to help in answering questions.

Seasonal changes

- Observe and describe weather associated with the seasons and how day length varies.
- Observe the apparent movement of the Sun during the day.

Animals including Humans

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- identify and name a variety of plants and animals in their habitats, including micro-habitats.

Geography

Locational knowledge

- Name and locate the world's seven continents,
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom

Place knowledge

- Understand geographical similarities and differences through studying houses in the United Kingdom and in a contrasting non-European country

Human and physical geography

- Use basic geographical vocabulary to refer to key physical features, including: forest, mountain, sea, ocean, river, soil, season and weather
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, farm, house and shop

Geographical skills and fieldwork

- Use world maps and globes to identify the United Kingdom and its countries,
- Use world maps and globes to identify the countries where Paddington Bear has stayed,
- Use simple compass directions (North, South, East and West),
- Devise a simple map; and use and construct basic symbols in a key,
- 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.

Art

Artist Focus: Friedensreich Hundertwasser



- Use drawing and painting to develop and share their ideas, experiences and imagination,
- Develop a wide range of art and design techniques in using colour, pattern, texture, line and shape,
- Compare the work of a range of artists,, describing the differences and similarities between their practices and disciplines, and making links to their own work.

Artist Focus: Rowan Leckie



- Use a range of materials creatively to design and make products,
- Use drawing and painting to develop and share their ideas, experiences and imagination,
- Develop a wide range of art and design techniques in using colour, pattern, texture, line and shape.
- Compare the work of a range of artists,, describing

Design Technology

Levers and Sliders - To make a pop-up book.

Design

- To generate purposeful design ideas for an informative pop-up book explaining what happened during the Great Fire of London,
- Explain who the pop-up book is for,
- Generate and model their ideas through templates, and mock-ups of box fold, sliders, V fold and the use of a split pin.

Make

- Explore and use mechanisms in their products,
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],
- Children then use their understanding of folding and mechanisms to design their pages in the book independently and purposefully.

Evaluate

- Explore and evaluate a range of existing products to help plan an effective design,
- Evaluate their ideas and product against design criteria using iPads.

Music

Pitch and tempo (Theme: Superheroes):

- Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.

Vocal and body sounds (Theme: By the sea):

- Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.

<p>the differences and similarities between their practices and disciplines, and making links to their own work.</p>		
<p style="text-align: center;"><u>Computing</u></p> <p>Digital writing Using a computer to create and format text, before comparing to writing non-digitally.</p> <p>Programming animations Designing and programming the movement of a character on screen to tell stories.</p>	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">Dance</p> <ul style="list-style-type: none"> ● Mastering basic movements, including running, jumping and stillness ● Mastering how to find and use space safely, ● Use more complex movements when performing, ● Compose dances to music. <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> ● Begin to develop balance, agility and coordination. ● To use apparatus in a safe way to move across and dismount. <p style="text-align: center;">Games</p> <ul style="list-style-type: none"> ● Fitness and Athletics ● Run at different speeds, and direction; link running and jumping activities with some fluency, control and consistency; make up and repeat a short sequence of linked jumps; take part in a relay activity, remembering when to run and what to do; throw a variety of objects; recognise when their heart rate, temperature and breathing rate have change 	<p style="text-align: center;"><u>MFL (N/A)</u></p>
<p style="text-align: center;"><u>P.S.H.E and Character Education</u></p> <p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> ● The importance of friendships, ● Explore how to deal with issues pragmatically with one another, ● Promoting positive behaviours, especially respect. <p style="text-align: center;">Changing Me</p> <ul style="list-style-type: none"> ● Understand that change is imminent and that there is no way of controlling it, ● Opportunity to communicate any worries or questions about their changing bodies, ● Learning simply the difference between male and female bodies and the importance of keeping private parts private. 		<p style="text-align: center;"><u>Religious Education</u></p> <p>Sacred Places What makes some places sacred?</p> <p style="text-align: center;">Living</p> <ul style="list-style-type: none"> ● Identify special objects and symbols found in a place where people worship and say something about what they mean and how they are used. ● Talk about ways in which stories, objects, symbols and actions used in churches show what people believe. ● Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. ● Visit our local church and ask questions to find out more information.