



# Year 1 Curriculum Overview

English					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Books used to teach writing</b>					
Fiction adventure book: <b>Beegu</b>  Fiction book: <b>The Storm Whale</b>	Alternative Fairytale: <b>Little red and the very hungry lion</b>  Poetry: <b>Zim Zam Zoom - James Carter</b>  Traditional Picture book: <b>Stick Man - Julia Donaldson</b>	<b>Yeti and The Bird - Nadia Shireen</b>  Picture Book: <b>The Smile Shop - Satoshi Kilamura</b>  Poetry: <b>Nut Tree - Julia Donaldson</b>	Picture book: <b>The days the crayons quit. - Oliver Jeffers</b>  Picture book with nonfiction link: <b>Somebody swallowed Stanley - Sarah Roberts</b>	Picture book with nonfiction links: <b>Astro girl - Ken Wilson Max</b>  Picture book: <b>Meerkat Mail - Emily Gravett</b>  <i>Non-fiction storybook:</i> <b>Emperor's Egg - Martin Jenkins</b>	Poetry: <b>Out and About - Shirley Hughes</b>  Story Book: <b>Iggy Peck - Andrea Betty</b>  Story Book: <b>Up and Down - Oliver Jeffers</b>
<b>Writing</b> Write sentences in order to create short narratives and non-fiction texts. Use some features of different text types (although these may not be consistent). Reread their writing to check if it makes sense and make changes. Use simple sentence structures. Use conjunctions to link ideas and sentences.					
<b>Punctuation</b> Capital letters for names and places, days of the week and the personal pronoun 'I'. Finger spaces used consistently. Full stops used to end sentences. Question marks and exclamation marks used where appropriate.					
<b>Spelling</b> In addition to the year 1 words from the national curriculum list, using -s and -es to form plurals correctly. Using the prefix -un. Add the suffix -ing, -er and -est to root words.					
<b>Reading</b> Speedily read all basic letter shapes and sounds. Read accurately by blending known letter sounds. Read common exception words. Read common suffixes. Read multi-syllable words containing letter sounds and blends. Read contractions and understand the use of the apostrophe. Retell familiar stories					
Maths					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Place value - within 10 Addition & subtraction - within 10	Addition & subtraction - within 10 Shape	Place value - within 20 Addition and subtraction - within 20	Place value - within 50 Length & height Mass & volume	Multiplication & division Fractions Position & direction	Place value - within 100 Money Time
<i>Fluency:</i>		<i>Fluency:</i>		<i>Fluency:</i>	

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<ul style="list-style-type: none"> <li>• <i>subitising within 10</i></li> <li>• <i>'5 and a bit' structure</i></li> <li>• <i>comparing within 10</i></li> <li>• <i>1 more and 1 less</i></li> <li>• <i>even numbers and odd numbers</i></li> <li>• <i>composition of 6, 8 and 10</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>composition of 7 and 9</i></li> <li>• <i>composition of odd and even</i></li> <li>• <i>2 more and 2 less</i></li> <li>• <i>partitioning and recombining</i></li> <li>• <i>augmentation and reduction</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>'10 and a bit' structure</i></li> <li>• <i>composition of 11-19</i></li> <li>• <i>midpoints (5, 10 and 15)</i></li> <li>• <i>comparing within 20</i></li> <li>• <i>doubles and near-doubles</i></li> </ul>	
<b>Science</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p style="text-align: center;"><b>Humans</b> <i>Adelle Davis</i></p> <p>What are the five senses and what are they used for?</p>	<p style="text-align: center;"><b>Animals</b> <i>Chris Packham</i></p> <p>Why and how are animals different?</p>	<p style="text-align: center;"><b>Plants</b> <i>David Attenborough</i></p> <p>What are the different types of plants and how do plants change?</p>	<p style="text-align: center;"><b>Plants</b> <i>Jane Goodall</i></p> <p>How do different habitats provide for different animals?</p>	<p style="text-align: center;"><b>Everyday Materials</b> <i>Chester Greenwood</i></p> <p>What are the everyday materials and properties of them?</p>	<p style="text-align: center;"><b>Seasons</b> <i>Susan Powell</i></p> <p>What season are we in? What is the weather like in this season?</p>
<b>Geography</b>					
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<p style="text-align: center;"><b>Understanding place: Our local surroundings</b> <i>Where on the Earth am I?</i></p> <p>Children will develop an understanding of our local surroundings and introduced to fieldwork on the school site.</p>		<p style="text-align: center;"><b>Understanding place: The UK</b> <i>The United Kingdom: Weather</i></p> <p>An introduction to the UK and weather, comparing and contrasting different weather patterns in the UK.</p>		<p style="text-align: center;"><b>Climate: Extreme Earth</b> <i>Hot and Cold places</i></p> <p>Building on from EYFS, children are introduced to the equator and identify the hot and cold regions of the world.</p>	
<b>History</b>					
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<p style="text-align: center;"><b><u>Beyond living memory: Time to go back to school</u></b> <i>How different is my life from a Victorian child's?</i></p> <p>Children are introduced to the concept of 'beyond living memory', further developing a sense of <b>chronology</b>. Children will compare school, <b>lifestyles and transport</b> then with today.</p>		<p style="text-align: center;"><b><u>Within living memory: Mighty Monarchs and 1950s</u></b> <i>Queen Elizabeth's coronation and King Charles' childhood</i></p> <p>Children are introduced to the concept of 'within living memory' and consider how <b>lifestyles</b> in Britain have changed since the 1950s. They also learn about the <b>power</b> through the British Royal Family.</p>		<p style="text-align: center;"><b><u>Significant events and people:</u></b> <i>Flight through the ages</i></p> <p>Children are introduced to 'significance' and explore the <b>legacy</b> of key events and people that shaped the world of aviation, with a focus on <b>transport</b>.</p>	
<b>Computing</b>					
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	

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<b>Using a chromebook - Google Applications</b> The children will learn to log into a chromebook and use a keyboard and trackpad independently.		<b>Digital Writing and Drawing Paint</b> The children will focus on writing and editing sentences digitally on a chromebook. They will also create a digital art piece to support their writing.		<b>Introduction to animation - Scratch</b> The children will learn how to create and use a series of commands to program a sprite so that it moves.	
<b>RE</b>					
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<b>What does it mean to be Christian?</b> The children will learn about Christian views and values and visit a local church. They will also know that Christians worship god, explore Christian festivals and the story of creation.		<b>What does it mean to be Muslim?</b> The children will learn about the Five Pillars of Islam and explore some Islamic traditions. They will know that Muslims worship Allah, learn about Islamic festivals and a story from the Qu'ran.		<b>What does it mean to be Jewish?</b> The children will learn about Jewish views and values and that they worship in a Synagogue.. They will also know that Jewish people worship god, explore their festivals and explore a story from the Torah.	
<b>PSHE</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Being Me in my World</b> Children will name 'expected' and 'unexpected' behaviours at school and consider how they can all contribute to making the classroom a safe place for everyone to learn.	<b>Celebrating Differences</b> Pupils will identify similarities and differences between themselves and understand what the terms 'bullying' and 'racism' mean.	<b>Dreams and Goals</b> They will set new goals to stretch their learning, identify obstacles and know what an effective partner talk looks like.	<b>Healthy Me</b> Children will understand what it means to be 'healthy' or 'unhealthy' and learn about how to keep themselves safe with regards to household products, medicines and roads.	<b>Relationships</b> Children will learn about different types of families, discuss what it means to be a good friend and know what their personal qualities are as a person and a friend.	<b>Changing Me</b> Naming the body parts for girls and boys, children will understand which body parts are private. They learn that change happens at different times for different people.
<b>Art</b>					
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<b>Drawing - Yayoi Kusama</b> How can we use pencils for different effects? Following on from EYFS, pupils will use pencils in different ways and explore pattern making with a range of materials.		<b>Collage - Henri Matisse</b> What techniques are used to create a collage? Children build on from EYFS by using different paper to layer within a collage and cut and arrange shapes to make a picture.		<b>3D Land art and technology - Andy Goldsworthy</b> How can I use natural resources to create 3D land art? Children will make a range of different land art pieces and photograph them using ipads showing the link between technology and art.	
<b>DT</b>					
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<u><b>Eat more Fruits and Vegetables - making a fruit salad</b></u>		<u><b>Moving mechanism - Minibeasts</b></u>		<u><b>Stable Structures - a toy garage</b></u>	

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Children are introduced to the importance of eating fruits and vegetables, the basic principles of a healthy diet and how to prepare food safely, while making a healthy fruit salad.		Children are introduced to making sliding mechanisms. They explore, design and create 3 different mechanisms: sliding, pivot and wheel.		Children explore the features of stable structures. Design and make their own garage using a range of materials and develop their joining skills to make a stable structure.	
<b>PE</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Locomotor and Multiskills Athletics - Locomotor skills	Gymnastics Multiskills. Healthy body	Movement through storytelling Invasion Games - Tag based game	Multiskills Ball Skills Loco + ball skills	Gymnastics Athletics	Sustained Activity Net games Festival of sport
<b>Italian</b>					
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
Greet friends and adults, name school objects and colours Know some aspects of Italian culture, know some words, learn rhymes, sing songs, listen to stories and play games		Numbers to 12, colours, items of clothes, items in the house Italian customs during birthday parties Learn rhymes, sing songs, listen to stories and play games		Recognize and say words about school objects, actions, family members, animals, sports, the verb "è" Learn rhymes, sing songs, listen to stories and play games	
<b>Music</b>					
<b>Autumn 1</b>		<b>Spring 1</b>		<b>Summer 1</b>	
<p style="text-align: center;"><b><u>Menu Song</u></b></p> <p>This unit is based around a fun, cumulative song with off-beat rhythms that presents a series of tasty dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. In addition, children practise their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing a leader. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress</p>		<p style="text-align: center;"><b><u>Musical Conversations</u></b></p> <p>Music is full of conversations between instruments (and/or voices). Ideas are often passed back and forth, copied, and developed. This unit describes how to create musical conversations with our children. Pupils will invent and compose short pieces based around question-and-answer interactions/dialogue. They will also learn to take turns playing, lead and follow, read a 'score', and create their own simple graphic scores.</p>		<p style="text-align: center;"><b><u>Come Dance With Me</u></b></p> <p>This lively warm-up song works well with movement and provides a good springboard into composing new lyrics and actions. The call-and-response nature of the song translates well into instrumental work, with pupils creating their own percussive responses and playing simple rhythm patterns on tuned instruments.</p>	