

Curriculum Overview 2018/19 - Year 1

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 4 weeks	Summer 2 6 weeks
	Theme: Earth! Wind! Fire!		Theme: Heroes and Villians		Theme: Ship Ahoy!	
English	Key Text: The Magic Paint Brush (a finding Tale) <ul style="list-style-type: none"> • Narrative (3 weeks) • Instructions (3 weeks) • Recount (linked to school event) (2 weeks) 	Key Text: Paddington at St Paul's (a journeying tale) <ul style="list-style-type: none"> • Postcards (1 week) • Narrative (3 weeks) • Letters (3 weeks) 	Key Text: Superworm (A Conquering a Monster Tale) <ul style="list-style-type: none"> • Narrative (3 weeks) • Dairy (3 weeks) 	Key Text: Gorilla (A wishing Tale) <ul style="list-style-type: none"> • Narrative (3 weeks) • Information text (animals) (2 weeks) • Animal or nature Poetry: based on The Lost Words (2 weeks) 	Key Text: The Storm Whale (A finding tale) <ul style="list-style-type: none"> • Character / setting description (2 weeks) • Poetry (weather / sea poetry) (2 weeks) 	Key Text: Pirates Love Underpants <ul style="list-style-type: none"> • Non-Chronological report (pirates) (3 weeks) • Narrative (3 weeks)
Reading	Through Phonics and Individual Readers	Through Phonics and Individual Readers	Through Phonics and Individual Readers	Through Phonics and Individual Readers	Whole Class Reading: Introduce R.I.C	Whole Class Reading: Introduce R.I.C
Spelling / Phonics	2 weeks - Revisit Phase 3 3 weeks - Revisit Phase 4 2 weeks - Phase 5 - weeks 1 - 4 block	2 weeks - Phase 5 - weeks 1 - 4 block 3 weeks - Phase 5 - weeks 5-7 block 3 weeks - Phase 5 Weeks 8 - 30 block	6 weeks - Phase 5 - Weeks 8-30 block	5 weeks - Phase 5 - Weeks 8-30 block	6 weeks - Phase 5 - Weeks 8-30 block	2 weeks - Phase 5 - Weeks 8-30 block 1 week - Phonics screen 4 weeks - Y1 and 2 spelling lists
Grammar	Through English Curriculum	Through English Curriculum	Through English Curriculum	Through English Curriculum	Through English Curriculum	Through English Curriculum
AP sentence types	Making simples sentences around a verb. Joining sentences with and.	LIST	ABS	ABS	BOYS	LIST BOYS
Maths	A week of Inspiration Maths Numbers to 10 (7) Number Bonds (2)	Addition with tens (6) Subtracting with tens (6) Positions (3) Numbers to 20 (5)	Adding and Subtracting within 20 (7) Shapes and Patters (4) Length and Height (4)	Numbers to 40 (6) Adding and Subtracting Word Problems (6)	Multiplication (6) Multiplication Word Problems (1) Division (2) Fractions (3) Number bonds to 100 (4)	Time (6) Money (2) Volume and Capacity (3) Mass (2)
RE	1. GOD 1.1 What is God like? 2. INCARNATION 1.3 Why does Christmas matter?		3. B1.3 Who is Jewish and what do they believe? 4. SALVATION 1.5 Why does Easter matter?		5. L.1.7 What does it mean to belong to a faith community? Christian and Jewish 6. CREATION 1.2 Who made the World?	
Science	<u>Context: Animals including Humans; Seasonal Changes (Autumn and Winter)</u>		<u>Context: Everyday Materials; Seasonal changes (Spring and Summer)</u>		<u>Context: Plants</u>	

	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. - 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. 	<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions. - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees.
Computing	<ul style="list-style-type: none"> - Recognise common uses of information technology beyond school. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Children develop web skills researching the Fire of London and Samuel Pepys. - E- Safety - (Link to Anti-Bullying Week) 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 on other online technologies. Focus on: To understand that personal information is valuable and should not be shared without a parent or teacher's permission. To understand that not everyone they meet will be trustworthy. To identify situations where it is wise to turn to a trusted adult for help. 	<ul style="list-style-type: none"> - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. <ul style="list-style-type: none"> • Algorithms away from the computer - human crane, sandwich making, crazy characters • Beebots - floor Beebots and Beebot app - E-Safety - 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 on other online technologies. Focus on: To understand that their emotions can be a powerful tool in helping to assess unsafe situations. To understand the importance of checking with an adult before taking part in the online environment. 	<ul style="list-style-type: none"> - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - E-Safety - 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 on other online technologies. Focus on: To stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.
Theme	<p style="text-align: center;"><u>Earth! Wind! Fire!</u></p> <p>Context: The Great Fire of London (events beyond living memory)</p> <ul style="list-style-type: none"> - Identify similarities and differences between ways of life in different time periods - Communicate using simple historical language - Ask and answer historical questions - Use a range of sources to support historical enquiry <p>Context: London</p> <ul style="list-style-type: none"> - 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. - Name, locate and identify characteristics of the four countries and capital cities of the UK. 	<p style="text-align: center;"><u>Heroes and Villains</u></p> <p>Context: Rosa Parks (life of significant individual)</p> <ul style="list-style-type: none"> - Follow and develop simple chronologies - Identify similarities and differences between ways of life in different time periods - Communicate using simple historical language - Ask and answer historical questions - Use a range of sources to support historical enquiry <p>Context: Oceans and Continents</p> <ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans. - Use simple compass directions and locational directional language to describe the location of features and routes on a map. 	<p style="text-align: center;"><u>Ship Ahoy!</u></p> <p>Context: Victorians</p> <p>Victorian Seaside - compare to now.</p> <p>VISIT TO WESTERN SUPER MARE!</p> <ul style="list-style-type: none"> - Follow and develop simple chronologies - Identify similarities and differences between ways of life in different time periods - Communicate using simple historical language - Ask and answer historical questions - Use a range of sources to support historical enquiry <p>Context: Seaside resorts / coastlines</p> <ul style="list-style-type: none"> - Physical and human geography fieldwork. Studying maps.

	<ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. - Perform music from a given time period - Use voices expressively and creatively - Play tuned instruments musically - Experiment with sound - Use musical instruments to represent an emotion - State a preference from a selection of musical pieces and explain why <p>Context: Art linked to GFOL</p> <ul style="list-style-type: none"> - Use colour and line for effect - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Choose colour and design based on a design brief - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Use shape to create repeating patterns - To know 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. - Use a range of materials creatively to design and make products <p>Context: DT linked to GFOL</p> <ul style="list-style-type: none"> - Design products for a purpose - Follow own designs to create a product - Say how to improve own designs and models - Explore the design of existing products 	<ul style="list-style-type: none"> - Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps and devise simple maps and symbols in a key. <p>Context: Create Sound Story linked to other curriculum area (English texts / theme)</p> <ul style="list-style-type: none"> - Discuss the use of music in films or musical theatre showing an understanding of its narrative quality - State a preference from a selection of musical pieces and explain why <p>Context: Superhero Art / Andy Warhol</p> <ul style="list-style-type: none"> - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - To know 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. - Use a range of materials creatively to design and make products - Describe the differences and similarities between different practices and discipline - Express likes and dislikes of existing designs - Suggest how an existing design can be improved <p>Context: Superheroes</p> <ul style="list-style-type: none"> - Decorate and colour textiles for effect including painting, dyeing and appliqué - Measure and cut materials accurately - Create templates for use with textiles - Join material using stitching - Express likes and dislikes of existing designs - Suggest how an existing design can be improved 	<ul style="list-style-type: none"> - 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. - Identify seasonal and daily weather patterns in the united kingdom and the location of hot and cold areas of the world. - Use basic geographical vocabulary to refer to key physical / human features. <p>Context: Playing the Metallophone / creating melody</p> <ul style="list-style-type: none"> - Use musical instruments to create sound effects for narratives or poems - Listen with concentration to a range live and recorded music - State a preference from a selection of musical pieces and explain why <p>Context: Seaside art</p> <ul style="list-style-type: none"> - Choose own materials to create an effect of choice - Make choices about techniques for a given purpose - Use objects to create prints - Make links from the work of other artists to their own work <p>Context: Superheroes (ctnd from Spring); create and make a summer picnic</p> <ul style="list-style-type: none"> - Measure and cut materials accurately - Create templates for use with textiles - Join material using stitching - Cut, peel and grate - Measure and weigh using standard units of measure - Assemble raw or cooked ingredients - Understand basic food hygiene 			
PE	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. Participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.					
	Topics: Motor Skills and Gymnastics.	Topics: Motor Skills and Invasion Games.	Topics: Tag Rugby and Gymnastics (Apparatus).	Topics: Net/Wall Games and Health Related Exercise.	Topics: Cricket and Athletics.	Topics: Striking/Fielding Games and Athletics.
PSHE	Dreams and Goals	Taking Care Project	Relationships	Spring Fever	Healthy Me	Staying Safe