



Year 1 Curriculum Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic</u>	<u>Dinosaur Planet</u> 	<u>Bright Lights, Big City</u> 	<u>Rio</u> 	<u>Moon Zoom</u> 	<u>The Enchanted Woodland</u> 	<u>Paws, Claws and Whiskers</u> 
<u>English book titles and genres</u>	Harry and the Bucketful of Dinosaurs (topic)	Katie in London (topic)	The Lonely Beast Mr Elephant's Rio Tour (topic)	Man on the Moon Back to Earth with a Bump (topic)	Out and about (poetry)	One Day on Our Blue Planet
<u>Writing opportunities</u> <u>Assessed writing</u> <u>SPAG focus</u>	<u>Narrative</u> Draft and write by composing and rehearsing sentences orally Sequencing sentences <u>Sequencing sentences</u> <u>Finger spaces</u> <u>Capital letters</u> <u>Full stops</u>	<u>Letter writing</u> Senses – poetry Labels Narrative Information poster <u>Sequencing sentences</u> <u>Finger spaces</u> <u>Capital letters</u> <u>Full stops</u> <u>Using "and"</u>	<u>Diary entry</u> 'Tell me' responses Character descriptions of the Beast Interview questions Front page newspaper article The story of the Beast's journey Writing in role	<u>Narrative</u> Labelled drawings Captions Recount/postcard Simple instructions Character fact file Writing in role Simple narrative. <u>Sequencing sentences</u> <u>Finger spaces</u> <u>Capital letters</u>	<u>Haikus</u> Writing about real experiences Organising ideas in writing Writing poetic words and phrases <u>Sequencing sentences</u> <u>Finger spaces</u> <u>Capital letters</u> <u>Full stops</u>	<u>Fact Files</u> Animal fact cards Writing in role Diary entry <u>Sequencing sentences</u> <u>Finger spaces</u> <u>Capital letters</u> <u>Full stops</u> <u>Using "and"</u> <u>Plural noun suffixes</u>

	Using "and" Using I	Question marks Adjectives	Sequencing sentences Finger spaces Capital letters Full stops Using "and" Exclamation marks	Full stops Using 'and' Question marks Adjectives	Nouns Using "and" Plural noun suffixes Prefix un- Adjectives	Prefix un-
Maths	<u>Place Value – Numbers within 100</u> NCETM Spine: 1.9 TP 1 <u>Place Value – Quantities and part-whole relationships, including measures</u> NCETM Spine 1.1 - Comparison of quantities and measures , Spine 1.2 -_Introducing_'whole' and 'parts': part-part-whole 1.3, (numbers 0-5) and 1.4 (numbers 6-10) <u>Addition & Subtraction – Numbers to 5</u> NCETM Spine: 1.3 <u>Shape</u>	<u>Shape</u> WRM NCETM Spine: N/A <u>Addition & Subtraction – Numbers to 10</u> NCETM Spine: 1.4 <u>Addition & Subtraction – Additive structures</u> NCETM Spine: 1.5 and 1.6 <u>Addition & Subtraction – facts within 10</u> NCETM Spine: 1.5 and 1.7	<u>Place value/addition & subtraction – numbers to 20</u> NCETM Spine 1.10 <u>Multiplication & Division including money</u> NCETM Spine: 2.1 <u>Geometry – position and direction (including fractions)</u> WRM <u>Time</u> WRM			

	WRM NCETM Spine: N/A		<u>Place value/addition & subtraction – numbers to 20</u> NCETM Spine 1.10		<u>Measures: Money</u> WRM NCETM Spine: 2.1 (TP 4 – 6)	
					<u>Geometry: Position & Direction</u> WRM NCETM Spine: N/A	
					<u>Measurement: Time</u> WRM	
RE	Domestic Church – Family & Beginnings Families – Abraham and Moses	Local Church – Books Baptism - Belonging Advent/Christmas Waiting	Local Church – Special People Eucharist – Meals	Lent/Easter - Change	Pentecost – Holidays and Holydays World	Reconciliation – Being Sorry Universal Church – CAFOD –
Science	Seasonal changes Working like a scientist Animals – dinosaurs Scientist: Anders Celsius	Seasonal changes Working scientifically Scientist: Anders Celsius	Seasonal changes Scientist: Anders Celsius	Materials Scientist: Charles Macintosh	Plants Seasonal changes Scientist: Beatrix Potter	Animals including humans Scientist: Steve Backshall Scientist: Linda Brown Buck
History Skill Knowledge	Significant individuals – Mary Anning Events beyond living memory Understand the term significant and	The Great Fire of London Bonfire night Queen Elizabeth II Identify some key features of a significant historical event beyond living memory.		Neil Armstrong Tim Peake Order information on a timeline.		

	<p>explain why a significant individual is important.</p> <p>To know that identifying similarities and differences helps us to make comparisons</p>	<p>To know aspects of everyday life include houses, jobs, objects, transport and entertainment.</p>		<p>To know a person who is historically significant, has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p>		
<p>Geography</p> <p>Skill</p> <p>Knowledge</p>	<p>Weather and climate Geographical vocabulary</p> <p>There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer.</p>	<p>Countries and Capital cities of the UK</p> <p>Name and locate the four countries of the UK and their capital cities on a map, atlas or globe and the surrounding seas.</p> <p>To know the UK is a union of four countries. To know the capital cities of the United Kingdom.</p>	<p>Geographical similarities and differences Maps World's 7 continents and oceans</p>	<p>Satellite images</p> <p>Identify features and landmarks on an aerial photograph or plan perspective.</p> <p>To know that an aerial photograph or plan perspective shows an area of land from above.</p>	<p>A simple woodland map Compass points</p> <p>Draw or read a simple picture map.</p> <p>To know that a map is a picture or drawing of an area of land or sea that can show human and physical features.</p>	

	Symbols are used to show different types of weather.					
Art and Design Skill Knowledge	<p><u>Drawing SPIRALS</u></p> <p>Artist- Molly Haslund Tracey Mc Guinness Kelly</p> <p>Use techniques such as, and continuous mark making and large scale drawings using different tools. (pencils, chalks, pastels)</p> <p>Draw from observation for a few minutes at a time.</p> <p>Experiment with different materials – graphite sticks, soft B pencils, handwriting pens, chalks.</p> <p>Explore different qualities of line,</p>	<p><u>EXPLORING WATERCOLOUR</u></p> <p>Artist study: Paul Klee</p> <p>Explore and practise watercolour skills and understand the different effects I can achieve, such as wash, wet on dry, wet on wet</p> <p>Identify and use paints in the primary and secondary colours.</p> <p>The primary colours are red, yellow and blue. The secondary colours are orange, green and purple.</p> <p>How Paul Klee used blocks of different watercolours in his paintings.</p>	<p>Printing</p> <p>Artist: The curious printer, plasticine print blocks, Liz Welby, Paul Klee</p> <p>Use my sketchbook to generate ideas, test ideas.</p> <p>Use plasticine, different materials to make prints thinking about different compositions and colour.</p> <p>I can cut shapes out of foam board and stick them on a block to make a plate to print from.</p> <p>Talk about how I made my print and what I liked.</p>		<p>Sculpture Natural Materials –</p> <p>Artist study: Andy Goldsworthy</p> <p>Make transient art and pattern work using a range or combination of man-made and natural materials.</p> <p>Transient art is moveable, nonpermanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art.</p>	

	colour blending, mark making.		<p>Make a "plate" from which to "print"</p> <p>Know the relationship between plate and print: e.g. negative / positive.</p> <p>That we can use print to create a repeating pattern</p> <p>Explore line, shape, colour and texture to explore pattern, sequence, symmetry.</p> <p>Press objects into a malleable material to make textures, patterns.</p>			
<p>D+T</p> <p>Skill Knowledge</p>	<p>Sock dinosaurs</p> <p>Select the appropriate tool for a simple practical task/ With help, measure mark out, cut and shape a range of materials.</p> <p>Specific tools are used for particular</p>	<p>Vehicles. (Moving pictures)</p> <p>Designer – Henry Ford</p> <p>Use a range of mechanisms (levers, sliders, wheels and axles) in models or products.</p> <p>A mechanism is a device that takes one type of</p>	<p>Nutrition</p> <p>Name and explore a range of everyday products and describe how they are used.</p> <p>Everyday products are objects that are used routinely at home and</p>	<p>Design, make & evaluate rockets</p> <p>Select and use a range of materials, beginning to explain their choices.</p> <p>Different materials are suitable for different purposes,</p>	<p>Cookery Corner – Sandwiches and wraps</p>	

	<p>purposes. For example, scissors are used for cutting and glue is used for sticking.</p> <p>Cookery Corner - Dinosaur biscuits</p>	<p>motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms include sliders, levers, linkages, gears, pulleys and cams.</p>	<p>school, such as a toothbrush, cup or pencil. All products are designed for a specific purpose</p> <p>Cookery Corner - Create a smoothie</p>	<p>depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.</p>		
<u>Music</u>	<p>My Musical Heartbeat</p> <p>Tempo: 100 bpm Time signature: 4/4 Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G Improvise section using: C, D, E</p>	<p>Dance, Sing and Play!</p> <p>Tempo: 96 bpm Time signature: 4/4 Key signature: F major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: F, C Improvise section using: C, D, E</p>	<p>Exploring Sounds</p> <p>Tempo: 98 bpm Time signature: 4/4 Key signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D Improvise section using: F, G, A.</p>	<p>Learning to Listen</p> <p>Tempo: 98 bpm Time signature: 4/4 Key signature: A minor Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, E Improvise section using: F, G, A.</p>	<p>Having Fun with Improvisation</p> <p>Tempo: 100 bpm Time signature: 3/4 Key signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G Improvise section using: C, D, E</p>	<p>Let's Perform Together!</p> <p>Tempo: 100bpm Time signature: 2/4 Key signature: G major Rhythmic patterns using: Crotchets and quavers Melodic patterns: G, B, D Improvise section using: C, D, E</p>
<u>Computing</u> Procedural Knowledge	<p>Technology Around Us</p> <p>Discuss and explore how to use</p>	<p>Digital Painting</p> <p>Choosing appropriate tools in a program to</p>	<p>Moving a robot</p> <p>Writing short algorithms for</p>	<p>Grouping Data</p> <p>Exploring object labels, then using</p>	<p>Digital Writing</p> <p>Using a computer to create and format</p>	<p>Programming Animations</p>

<p>Propositional Knowledge</p>	<p>technology safely and carefully.</p> <p>Recognising technology in school and using it responsibly</p> <p>Learn on a basic level what the internet is/can do.</p>	<p>create art, and making comparisons with working non-digitally</p>	<p>floor robots, and predicting program outcomes</p> <p>Use simple instructions (move forward, left, right, back) to code</p> <p>Learn that an algorithm is a set of instructions</p>	<p>them to sort and group objects by properties</p>	<p>text, before comparing to writing non-digitally</p> <p>Find and use 'WORD' to write short sentences</p>	<p>Writing short algorithms and predicting program outcomes</p> <p>Use simple instructions (move forward, left, right, back) to code</p> <p>Learn that an algorithm is a set of instructions</p>
<p>PE</p>	<p>Fundamental skills Outdoor games Commando Joe</p>	<p>Hand-eye coordination games Commando Joe</p>	<p>Gymnastics and Dance Commando Joe</p>	<p>Net and wall games Commando Joe</p>	<p>Striking Games Commando Joe</p>	<p>Athletics - Running, Jumping, Landing. Commando Joe</p>
<p>PSHE</p>	<p>Me and my Relationships Cooperation Friendship</p>	<p>Valuing Differences Recognising and respecting diversity Being respectful and tolerant</p>	<p>Keeping Myself Safe Managing risk Drugs and their risks Staying safe online</p>	<p>Rights and Responsibilities Skills we need to develop as we grow up Helping and being helped</p>	<p>Being my Best Keeping myself healthy Celebrating and developing my skills</p>	<p>RSE</p>
<p>Life skills/Cultural Capital</p>		<p>Fire Safety</p>		<p>Nutrition</p>		<p>Caring for Pets</p>