

Year 1 Curriculum Overview

Questions to link learning to British Values

LITERACY					
AUTUMN		SPRING		SUMMER	
1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
<p>Mrs. Armitage on Wheels REPEATING PATTERNS Focus: Explore repeated refrains <u>Task (writing purpose):</u> Write a repeating pattern story. Develop sentence writing and punctuation skills.</p> <p>Poetry RHYMING AND PATTERNS Focus: Repetition <u>Task: Read and write</u> short repetitive poems drawing on rhyming patterns.</p>	<p>You Can't Take an Elephant on a Bus COMMANDS Focus: Different sentence types. <u>Task (writing purpose):</u> Write commands. Punctuate correctly. Focus on commands and 'bossy' language.</p> <p>Knuffle Bunny FAMILIAR SETTINGS Focus: Family stories <u>Task: inspire children to</u> write a familiar settings story.</p> <p>Poetry Oi Frog! & Oi Dog! HUMOROUS POEMS Focus: Develop reading and comprehension skills <u>Task: Children study</u> syllables, the prefix 'un-' and suffixes -ing and -ed. They begin to understand past/present tense.</p>	<p>Handa's Surprise REPEATING PATTERNS Focus: Sequencing <u>Task: Sequence, retell</u> and then write own repeating pattern story.</p> <p>Night Animals INFORMATION TEXTS Focus: Discovering facts <u>Task: Use non-fiction</u> texts to research fun facts about nocturnal animals. Join clauses using 'and', rehearse sentence punctuation, prepare presentations and produce books on a chosen creature.</p>	<p>Poetry Poems inspired by the five senses chosen by Roger McGough Focus: Interesting adjectives <u>Task: Children learn</u> parts by heart and respond, focusing on interesting adjectives. Identify and create similes. Write own poems.</p> <p>Dragon Dinosaur TRADITIONAL TALES AND FABLES Focus: Sharing and retelling <u>Task: Write and</u> punctuate sentences in your own story with 'and' and 'because'.</p>	<p>Superheroes All Sorts STORIES ON A THEME Focus: Descriptive language <u>Task: Study antonyms and</u> punctuation while producing comic strips based on invented superheroes.</p> <p>Dear Greenpeace LETTERS AND POSTCARDS Focus: Communication <u>Task: Read and write</u> letters inspired by Simon James's <i>Dear Greenpeace</i>. Explore sentence punctuation and extension.</p>	<p>Cinderella TRADITIONAL TALES AND FABLES Focus: story language, including sequencing. <u>Task (writing purpose):</u> Write a transformation tale. Tell new versions and study adjectives and punctuation.</p> <p style="color: red;">**What different opinions do we have about fairy tale characters? Were all characters respectful? **</p> <p>Poetry CLASSIC POEMS Focus: Rhymes Task: Explore verbs and sentence punctuation. Improvise dramas based on nursery rhymes; write in role.</p>



MATHEMATICS

AUTUMN		SPRING		SUMMER	
1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
<p>Number: Part 1 Identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, and less than (fewer).</p> <p>Counting: Part 1 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p>	<p>Addition and Subtraction: Part 1 Given a number, identify one more and one less. Represent and use number bonds and related subtraction facts within 20.</p> <p>Multiplication and Division: Part 1 Solve one-step problems involving multiplication and division. Recognise and know the value of different denominations of coins and notes (used as a physical resource for multiplication and division).</p> <p>Fractions: Part 1 Recognise, find and name a half as one of two equals of an object, shape or quantity.</p>	<p>Measure (Mass, Length and capacity): Part 1 Mass/weight [heavy/light, heavier than, lighter than] Compare, describe and solve practical problems for: Lengths and heights [longer/shorter, tall/short, double/half]</p> <p>Time: Part 1 Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Number: Part 2 Develop understanding of representing numbers using objects and pictorial representations including the number line and use the language of: most, least. Read and write numbers from 1 to 20 in numerals and words.</p>	<p>Counting: Part 2 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Geometry Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] Recognise, find and name a half as one of two equal parts of an object or shape. 3-D [for example, cuboids (including cubes), pyramids and spheres].</p>	<p>Addition and Subtraction: Part 2 Develop knowledge on number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Multiplication and Division: Part 2 Develop solving multiplication and division equations, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. (Focus on 2, 5 times tables)</p>	<p>Fractions: Part 2 Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Measure (Mass, Length and Capacity) Measure and record the following: Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p> <p>Time: Part 2 Recognise and use language relating to dates, including days of the week, weeks, months, years. Tell the time to the hour and half past [for example, quicker, slower, earlier, later].</p>



SCIENCE

AUTUMN		SPRING		SUMMER	
1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
<p>Ourselves!</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Our Pets</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivore.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>Let's Build!</p> <p>Explore different materials and sort them into groups before writing songs based on their properties.</p> <p>Consider what it would be like if the tables were made of jelly or the chairs were chocolate.</p>	<p>Marvellous Materials</p> <p>Explore a range of materials suitable for fixing a broken umbrella and test them using pipette to simulate raindrops.</p> <p>Working with play figures frozen in ice, devise an investigation to release them.</p> <p>Explore puddles and observe how they change.</p>	<p>Wonderful Weather</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>**Where would we choose to go on holiday? What do we do on holiday? What are our opinions of holidays in the past?*</p>	<p>What's Growing in our Garden?</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>**How can we choose which seeds to plant?*</p>



PSHE/RHE					
AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
<p>TEAM (Relationships)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> •about successful collaborative working skills •importance of being kind to others •about effective learning skills and how to identify good and not-so-good choices • effects of bullying and teasing <p>Think Positive (Health and Wellbeing)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> •about the importance of special people in their lives •about making friends and who can help with friendships •about solving problems that might arise with friendships <p>**How are we the same? How are we different? Where are we from? What are our different beliefs? **</p>		<p>Diverse Britain (Living in the Wider World)</p> <p>Pupils learn</p> <ul style="list-style-type: none"> • about community, being good neighbours and looking after the environment • about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences. <p>**How are we the same? How are we different? Where are we from? What are our different beliefs? **</p> <p>Be Yourself (Relationships)</p> <p>Pupils learn</p> <ul style="list-style-type: none"> •about different types of feelings •about managing different feelings •about change or loss and how this can feel 		<p>It's My Body (Health and Wellbeing)</p> <p>Pupils learn</p> <ul style="list-style-type: none"> •about eating well •about the importance of physical activity, sleep and rest •about people who help us to stay healthy and well and about basic health and hygiene routines <p>Aiming High (Living in the Wider World)</p> <p>Pupils learn</p> <ul style="list-style-type: none"> •about what makes themselves and others special •positive self-esteem •about being co-operative with others 	



HISTORY		
AUTUMN	SPRING	SUMMER
<p>Significant event from the past: Great Fire of London.</p> <p>Be gripped by this significant historic event from the 17th Century! Contrast fire-safety from the past with today. Study the buildings of the period and the rhymes and songs of the time.</p>	<p>Changes within Living Memory</p> <p>Be introduced to historical concepts, vocabulary and representations through exploring the ways in which life has changed over the time of our parents, grandparents and great-grandparents. Develop a chronology of domestic life and transport.</p> <p>**What is our favourite toy? What was our parent's favourite toy? Does everybody have the same toys? How are we different? Why are we lucky to have toys? **</p>	<p>Famous for more than Five Minutes</p> <p>Study people who have made significant contributions both nationally and internationally. Learn about their achievements and be inspired by these role models to dream of what you might achieve in the future. Develop knowledge on Activists, Medical and Communicators.</p> <p>**What do we think it would have been like in the past? What is your opinion? **</p>
GEOGRAPHY		
AUTUMN	SPRING	SUMMER
<p>Our School and Local Area</p> <p>Children will learn about fieldwork and observational skills as they study the geography of their school, its grounds and the human and physical features of the surrounding environment.</p> <p>Children will compare their local area knowledge with a small area in Kenya.</p> <p>**How can we look after our school garden? How can we help others to look after our school gardens? **</p>	<p>Weather Experts</p> <p>Through a series of lively activities, such as creating and filming their own weather forecasts or making their own weather station, children will build knowledge of seasonal and daily weather patterns in the UK.</p> <p>Begin to understand the hot and cold areas of the world as well as developing location knowledge and early geographical skills.</p>	<p>We are Britain</p> <p>Learn about the countries and capitals of the UK. Learn fundamental information, key geographical vocabulary and important skills such as using maps, atlases and globes.</p> <p>Learn through a series of creative activities such as puppet show presentations, individual 'family trees', a class 'Breakfast Club' that celebrates the diversity of all the children, putting on a castle inspired art exhibition, taking part in your own 'We are Great Britain' conference and sharing a final British Bakery celebration!</p>



THEMED WEEKS/VISITS					
Discovery Centre Visit Black History Month	Bunny Rabbit Visit Anti-Bullying Week Enrichment Day: Science & Technology	Local Walk	World Book Day Ramadan/Eid	Bird of Prey Visit	End of Year Trip
PE					
AUTUMN		SPRING		SUMMER	
1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Tag Rugby <ul style="list-style-type: none"> To develop basic handling skills To understand and develop different methods of movements focusing on agility To introduce the basic rules of rugby To be able to apply learning in a games environment 	Gymnastics <ul style="list-style-type: none"> Explore gymnastic actions and shapes Explore travelling on the floor and benches Explore and perform basic sequences Repeat and link gymnastics actions Perform travelling sequences with shapes and balances 	Football <ul style="list-style-type: none"> Explore different ways of using a ball Explore ways to send and receive a ball Retrieve and stop a ball using different parts of the body Play a variety of team games Develop simple attacking and defending techniques Pass and receive with accuracy and control 	Dance <ul style="list-style-type: none"> To explore basic body moves and patterns To use a variety of moves and speed to change direction 	Athletics <ul style="list-style-type: none"> To explore different running speeds To practise short and long distance running To explore different methods of throwing To practise different methods of throwing To explore different methods of jumping To practise different methods of jumping 	Cricket <ul style="list-style-type: none"> To understand basic methods of striking and fielding games To develop basic striking, sending and receiving. To develop accuracy of throws and consistency of catching To develop striking using a bat To understand basic fielding skills in a games environment



ART

AUTUMN

Portraits

To explore different materials and techniques involved in drawing such as thick and thin lines, patterns and shapes.

To produce creative work, exploring ideas and recording experiences using a range of colors to portray emotions.



SPRING

Nature Sculptures



To use drawing, painting and sculpture to develop and share ideas, experiences and imagination

To learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists.

To use natural materials; model making, observational drawing, collecting material, ephemeral land art and group sculpture building.

To create a multimedia collage to bring together and celebrate work.

SUMMER

LS Lowry

To explore the life and work of Lowry and to learn about the industrial landscape that provided the subject of many of his paintings.

Improve a key skill in art and design; comparing works of art, colour mixing, perspective, drawing figures, drawing buildings and scissor skills.



COMPUTING					
AUTUMN		SPRING		SUMMER	
1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
<p>Computer Skills</p> <p>Learn the basic computer skills, e.g. how to use a computer mouse and how to switch on and shut down a computer.</p> <p>To apply their mouse skills by launching applications, manipulating windows and opening and saving files and folders.</p>	<p>Online Safety</p> <p>To learn the basic online safety and digital literacy skills. Learn about the potential dangers in the online world and what basic steps we all need to take in order to have positive digital experiences.</p> <p>To explore the positives and potential negatives of online communication, such as email, and pupils will develop the skills to recognise potential dangers and act accordingly to keep themselves and others safe.</p>	<p>Painting</p> <p>To discover basic painting skills in a painting application on a computer. Pupils will use a simple painting program to paint with different colours and brushes, create shapes, fill areas, undo and redo and add text.</p>	<p>Using and Applying</p> <p>To reinforce skills taught throughout the year. Pupils are given the opportunity to use their skills in a new context and apply them with the software they are familiar with, in order to reinforce their learning.</p>	<p>Word Processing</p> <p>Explore the basic typing and word processing skills. Children will learn how to type with two hands, use the shift, space and enter key properly, and edit work by using the backspace, delete and arrow keys.</p>	<p>Programming with ScratchJr</p> <p>To learn the principles of coding, using the age-appropriate ScratchJr software. Discover the basic understanding of algorithms and how to create precise instructions for visual working programs.</p>



TAJWEED

Memorisation: Aim for the end of the year is to memorise Surah's Maun - Takāthur and revision of Surah an-Nās - Kawthar.

Qā'idah: Aim for the end of the year is for all students to be able to identify the Arabic alphabet in isolated and joint forms. They should all also be able to identify and apply harakāt correctly by the end of the year.

AUTUMN	SPRING	SUMMER
<p>Memorisation: Surah Ma'un (all students should have learnt this by now), Surah Quraysh, Surah Feel, Revision of all Surah's.</p> <p>Recap Qā'idah: Recap Arabic letters in isolated forms.</p> <p>New Qā'idah learning: Go through naughty letters (ا, ذ, ز, و), and all letters from Alif - Yaa in joint forms (beginning, middle and end), revision in the final week of term.</p>	<p>Memorisation: Surah Humazah, Surah Asr, Revision of all surah's covered.</p> <p>Recap Qā'idah: Joint forms of the Alphabet</p> <p>New Qā'idah learning: Harakāt [Fathah, Kasrah, Dhammah (L5)], revision of all concepts covered in the final week of term.</p>	<p>Memorisation: Surah Takāthur, Surah Qāriah (extra memorisation), Revision of all surah's covered.</p> <p>Recap Qā'idah: All rules previously covered (Joint forms of the alphabet, Harakāt [Fathah, Kasrah, Dhammah (L5)]).</p> <p>New Qā'idah learning: Harakāt [Tanween – Double vowels (L5)], building fluency in reading and revision of all concepts in the final week of term.</p>



