Year 1 Curriculum Overview

Questions to link learning to British Values

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

Mehria Primary School

PHONICS

Revise phase 2 letter sounds and phase 3 that have been taught in Reception.

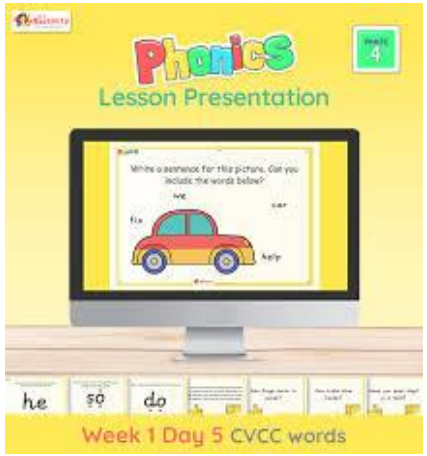
Phase 4 CVC words using oral blending
Revise Consonant blends sounds\consonant blends flashcards.

Phase 5digraphs/ trigraphs/alternative sounds
Initial sounds/middle/ending sound

Split Diagraphs
Revise Tricky words phase 2 and 3
Tricky\Common exception words 4 and 5.

Phonics screening check test

Assessment of phonics skills at the end of each term in preparation for the Phonics Screening Check at the end of Year 1.





MEHRIA PRIMARY SCHOOL

MATHEMATICS

AUTUMN		SPRING		SUMMER	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Place Value (Part 1 – within 10) 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. Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. Compare numbers using <, > and = signs. Read and write numbers from 1 to 20 in numerals and words.	**Addition and Subtraction (Part 1 – within 10)** 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). Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract 1-digit and 2-digit numbers to 20, including zero. **Geometry (Shape)** 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].	**Place Value (Part 2 – within 20)** Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. 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. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Read and write numbers from 1 to 20 in numerals and words. Given a number, identify 1 more and 1 less. **Addition and subtraction (Part 2 – within 20)** Read, write and interpret mathematical statements involving • addition (+), subtraction (–) and equals (=) signs. Add and subtract 1-digit and 2-digit numbers to 20, including zero. Represent and use number bonds and related subtraction facts within 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	**Place Value (Part 3 – within 50)** Count to and across 100, forwards and backwards, beginning with • zero or 1, or from any given number. 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. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. Given a number, identify 1 more and 1 less. **Length and Height** Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time. **Mass and Volume** Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time. Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time.	**Multiplication and Division** Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10. 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. **Position and Direction** Describe position, direction and movement, including whole, half, quarter and three-quarter turns. Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...).	**Place Value (Part 4 – within 100)** Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. 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. **Money** Recognise and know the value of different denominations of coins and notes. Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. **Time** Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow). Recognise and use language relating to dates, including days of the week, weeks, months and years. Compare, describe and solve practical problems for time. Measure and begin to record time (hours, minutes) Tell the time to the hour and half past the hour and draw the hands on a clock face.

SCIENCE					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
The human body Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **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		**Animals** 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) herbivores and omnivores. **Caring for the planet** Explore the world around them and raise their own questions. **Where would we choose to go on holiday? What do we do on holiday? What are our opinions of holidays in the past?**		**Plants** Identify and describe the basic structure of a variety of common flowering plants, including trees. **How can we choose which seeds to plant?** **Growing and cooking** Discover where food comes from and how some plants can be grown and eaten for food. Learn about farming and how fruit and vegetables can be grown on a large scale	
Seasonal Changes Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies **Planting** Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.					

PSHE/RHE					
AUTUMN		**SPRING**		**SUMMER**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
TEAM **(Relationships)** Pupils learn: •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 **Think Positive** **(Health and Wellbeing)** Pupils learn: •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 **How are we the same? How are we different? Where are we from? What are our different beliefs? How can we all get along at school?**		**Diverse Britain** **(Living in the Wider World)** Pupils learn • 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. **How are we the same? How are we different? Where are we from? What are our different beliefs?** **Be Yourself** **(Relationships)** Pupils learn •about different types of feelings •about managing different feelings •about change or loss and how this can feel		**It's My Body** **(Health and Wellbeing)** Pupils learn •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 **Aiming High** **(Living in the Wider World)** Pupils learn •about what makes themselves and others special •positive self-esteem •about being co-operative with others	

HISTORY		
AUTUMN	**SPRING**	**SUMMER**
Significant event from the past: **Great Fire of London.** 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.	**Changes within Living Memory:** **Toys** Be introduced to historical concepts, vocabulary and representations through learning about the history of toys, recognising change and exploring how this influences them today. **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?**	**Famous for more than Five Minutes:** **Significant Explorers** 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 Significant Explorers. **What do we think it would have been like in the past? What is your opinion?**
GEOGRAPHY		
AUTUMN	**SPRING**	**SUMMER**
Our School and Local Area 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. Children will compare their local area knowledge with a small area in Kenya. **How can we look after our school garden? How can we help others to look after our school gardens? **	**Wonderful Weather** 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. Begin to understand the hot and cold areas of the world as well as developing location knowledge and early geographical skills.	**Our Country** 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. Explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. This unit provides everything you need to give your class a greater insight into the UK and beyond

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**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Tag Rugby • To develop basic handling skills • To understand and develop different methods of movements focusing on agility • To introduce the basic rules of rugby • Toe able to apply learning in a games environment	**Gymnastics** • 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** • 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** • To explore basic body moves and patterns • To use a variety of moves and speed to change direction	**Athletics** • 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** • 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	**SPRING**	**SUMMER**
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. 	**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.	**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**	
1st half	2nd half	1st half	2nd half	1st half	2nd half
Computer Skills Learn the basic computer skills, e.g. how to use a computer mouse and how to switch on and shut down a computer. To apply their mouse skills by launching applications, manipulating windows and opening and saving files and folders.	**Online Safety** 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. 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.	**Painting** 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.	**Using and Applying** 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.	**Word Processing** 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.	**Programming with ScratchJr** 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.

TAJWEED

Memorisation: Aim for the end of the year is to memorise Surah's Masad, Nasr, Humazah, Ma'oon, Asr, and Takāthur.

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
Memorisation: Surah Masad, Surah Nasr	Memorisation: Surah Humazah, Surah Ma'oon,	Memorisation: Surah Asr, Surah Takāthur
Recap Qā'idah: Recap Arabic letters in isolated forms.	Recap Qā'idah: Joint forms of the Alphabet	Recap Qā'idah: All rules previously covered (Joint forms of the alphabet, Harakāt [Fathah, Kasrah, Dhammah (L5)].
New Qā'idah learning: Go through naughty letters (ا د ذ ر ز و), and all letters from Alif - Yaa in joint forms (beginning, middle and end), revision in the final week of term.	New Qā'idah learning: Harakāt [Fathah, Kasrah, Dhammah (L5)], revision of all concepts covered in the final week of term.	New Qā'idah learning: Harakāt [Tanween – Double vowels (L5)], building fluency in reading and revision of all concepts in the final week of term.

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