

Year 1 Curriculum Overview



Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Famous Five	<u>A Memorable Experience</u> A visit from a nurse		<u>A Memorable Experience</u> A visit to Windsor Castle		<u>A Memorable Experience</u> Go on a seaside themed picnic	
	<u>An Innovative Challenge</u> Learn to sing a Christmas carol		<u>An Innovative Challenge</u> Design a crown for our King		<u>An Innovative Challenge</u> Make some seaside themed biscuits	
	<u>A Book to Read</u> Read a story about Christmas		<u>A Book to Read</u> Read a story with a castle in it		<u>A Book to Read</u> Read a book about the seaside	
	<u>Something to Investigate</u> How do we get thunder and lightning?		<u>Something to Investigate</u> How did people stop invaders getting into castle?		<u>Something to Investigate</u> What do deep sea fish look like?	
	<u>Parental Involvement</u> Harvest Festival		<u>Parental Involvement</u> World book week drop in		<u>Parental Involvement</u> Sports day	
Maths	Number and place value within 10. Addition and subtraction within 10	Addition and subtraction within 10 Shape.	Number and place value within 20 Addition and subtraction within 20	Number and place value within 50 Measure- length, height, weight and phonics	Multiplication and division Fractions Position and direction	Number and place value within 100 Money Time
Reading	Reading is taught using high quality texts which aim to expose the children to a variety of genres and authors. Lessons involve reading and discussion with a strong focus on oracy. Children learn about: retrieval, skimming and scanning, understanding vocabulary and style and inference. Each week children will answer comprehension questions in a written form.					
	Novels- The Hat full of secrets by Karl Newson & Wazza Pink The Enormous Crocodile by Roald Dahl Esio Trott by Roald Dahl Short picture books to teach reading- Focus on books that show helping others		Novels- Daisy And The Trouble With London by Kes Grey The Missing Bookshop by Katie Clapham Short picture books to teach reading- Focus on books around castles, knights etc That rabbit belongs to Emily Brown by Cressida Cowell and Neal Layton		Novels- Molly Rogers to the Rescue by Cornelia Funke & Kasia Matyjaszek The Night Train by Matilda Woods The Giraffe, the Pelly and me by Roald Dahl- Short picture books to teach reading-	

	<p>The Tiger Who came to tea by Judith Kerr</p> <p>Grandpa by John Burningham</p> <p>Winnie in Winter by Valerie Thomas</p> <p>Lost and Found by Oliver Jeffers</p> <p>The Night Before Christmas- Poem Stuck by Oliver Jeffers</p>	<p>This Little House by Virginia Lee Burton</p> <p>This Little House by Virginia Lee Burton</p> <p>Dear Earth by Isabel Otter & Clara Anganuzzi</p> <p>George and the Dragon by Christopher Wormell</p> <p>The Teddy Bear By David McPhail</p>	<p>Focus on books around the seaside and under the sea.</p> <p>Tiddler by Julia Donaldson</p> <p>The Tale of Peter Rabbit The Rainbow Bear by Michael Morpurgo & Michael Foreman</p> <p>Dolphin Boy by Michael Morpurgo and Michael Foreman</p> <p>Little Turtle and the Sea by Becky Davies & Jennie Poh</p>			
Writing	<p>Writing is taught using high-quality texts as the ‘root’. Over the year children will study a variety of texts spanning a wide range of genres, providing opportunities for writing in different ways. The unit will culminate in a longer, independent piece of writing.</p>					
	<p><i>Cave Baby</i> Julia Donaldson and Emily Gravett</p>	<p><i>Astro Girl</i> Ken Wilson-Max</p>	<p><i>Beegu</i> Alexis Deacon</p>	<p><i>The Odd Egg</i> Emily Gravett</p>	<p><i>Lubna and Pebble</i> Wendy Meddour</p>	<p><i>Pig the Pug</i> Aaron Blabey</p>
	<p><i>I Want My Hat Back</i> Jon Klassen</p>	<p><i>Send for a Superhero</i> Michael Rosen & Katharine McEwan</p>	<p><i>Stanley’s Stick</i> John Hegley and Neal Layton</p>	<p><i>The Sea Saw</i> Tom Percival</p>	<p><i>Iggy Peck, Architect</i> Andrea Beaty and David Roberts</p>	<p><i>The Magic Bed</i> John Burningham</p>
Phonics	<p>Phonics are taught throughout year 1. Children are grouped according to their needs and then regularly assessed as they learn and progress. Lessons follow the RWI scheme which rigorously teaches all the phonics necessary for fluent speaking, reading and writing.</p>					
Science	<p>Science is taught using the Plymouth Science Scheme. Children cover all aspects of science and learn about the processes of investigation as well as learning how science, both in the past and in the future is vital for the survival of our planet.</p>					
	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • What are the different body parts? • What are the functions of the body parts? • What are the senses? • How do classify animals? • What do animals eat? 	<p><u>The Seasons</u></p> <ul style="list-style-type: none"> • What are the changes across the seasons? • What is the weather associated with the seasons? 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • What are the parts of a plant? • How can we classify plants? • What do plants need to grow? 	<p><u>Properties of Materials</u></p> <ul style="list-style-type: none"> • How can we identify different materials? • What everyday objects are made of? • How can we compare materials using their physical properties? • Which materials can be reused or recycled? 		
History	<p><u>Why do we remember Florence Nightingale and Mary Seacole?</u></p> <ul style="list-style-type: none"> • Who is Florence Nightingale? 	<p><u>What was life in a castle like?</u></p> <ul style="list-style-type: none"> • What is a castle? 		<p><u>How have seaside holidays changed over time?</u></p> <ul style="list-style-type: none"> • Why was Grace Darling remarkable? 		

	<ul style="list-style-type: none"> • Why is she remembered? • Why was Florence Nightingale so important to the nursing world? • Who is Mary Seacole? • When did these events happen in time? • What are the similarities between Florence Nightingale and Mary Seacole and nurses today. 	<ul style="list-style-type: none"> • What important features does a castle need? • Who lived and worked in castles? • What was Queen Victoria's life like? • Why was Windsor Castle so special to Queen Elizabeth II? • How does King Charles III use Windsor castle today? 	<ul style="list-style-type: none"> • What were seaside holidays like in the past? • How did people travel to the seaside in the past? • What was a typical Victorian seaside holiday like? • What made Mary Anning remarkable? • How have seaside holidays changed?
Geog	<p><u>What is the difference between seasonal weather and daily weather patterns?</u></p> <ul style="list-style-type: none"> • What are the 4 seasons in the UK? • How can we see seasonal changes within our local area? • How does the weather change throughout the year? • How does the weather affect our daily lives? • How can the weather become dangerous in the UK? • How do we record the weather? 	<p><u>What are the coldest places in the world like?</u></p> <ul style="list-style-type: none"> • Where are the poles? • What is the weather like at the poles? • What is the landscape like in the Arctic? • Which animals live in the Arctic? • What is an Arctic city like? • How different is living in the arctic to our lives? 	<p><u>Where in the world am I?</u></p> <p><u>Climate Focus</u></p> <ul style="list-style-type: none"> • Where are the world's continents? • What makes each continent unique? • Where are the world's oceans? • What is the difference between an ocean and a sea? • What is it like under the sea? • How can we protect our oceans?
Art	<p><u>Drawing spirals</u></p> <ul style="list-style-type: none"> • How do we make marks on different surfaces? • How can we use these marks in our art? 	<p><u>Painting with watercolour</u></p> <ul style="list-style-type: none"> • How can we use watercolour paints in different ways? • How can we control or experiment with watercolours? 	<p><u>Playful sculpture</u></p> <ul style="list-style-type: none"> • What is sculpture? • What materials can we use to create a sculpture? • Can we make sculptures from recycled materials?
DT	<p>DT is taught using our own projects designed to link with one of the other curriculum subjects. Using creativity and imagination, children will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. A design process will be followed for each project starting with the design brief through to research, design, making and evaluation.</p>		
	<p><u>Food</u></p> <p>Design a fruit dish for a children's animal themed party.</p>	<p><u>Structures and Mechanisms</u></p> <p>Design a defence for a castle entrance</p>	<p><u>Textiles</u></p> <p>Make a small seaside themed Binca bag to take to the beach.</p>

Music	Music is taught using Kapow units of study as a starting point. Children learn about rhythm, tone and pitch and are introduced to musical notation and composition. They are given opportunities to sing, play instruments and to listen to and respond to a broad spectrum of music. Music is enriched during assemblies, workshops and visits from professional musicians.					
Music	<u>How can music make us imagine animals (All about me)</u> <ul style="list-style-type: none"> Why does rhythm have your two hips moving? 		<u>Musical vocabulary (Under the sea)</u> <ul style="list-style-type: none"> What's in a composer's toolbox? 		<u>Classical music, dynamics and tempo (Animals)</u> <ul style="list-style-type: none"> How can music make us imagine animals? 	
PE 1	<u>Ball Skills</u> <ul style="list-style-type: none"> How can we propel balls across the ground and through the air? How can we receive balls using our hands and feet? 	<u>Sending and receiving</u> <ul style="list-style-type: none"> How can we propel different sized balls across the ground and through the air? How can we receive balls using our hands and feet? How do we work together to keep the ball? 	<u>Target games</u> <ul style="list-style-type: none"> How can I make sure that when I aim the ball hits a target? How do I change what I do with different balls and different targets? 	<u>Sports day practice</u> <ul style="list-style-type: none"> How I improve my running speed? What can I do to jump higher? How do I throw a ball 	<u>Net and wall games</u> <ul style="list-style-type: none"> How do I hold a racquet correctly? What is the ready position? How do I return a ball over the net? 	<u>Striking and fielding</u> <ul style="list-style-type: none"> How can I work together in a team? What can I do to help my team win? How do we keep a score?
PE 2	<u>Gymnastics</u> <ul style="list-style-type: none"> How is space used safely? What are the different ways of travelling across the floor? What different body parts can be used for balancing? How are movements combined to create a phrase? 		<u>Yoga</u> <ul style="list-style-type: none"> Can we practise mindfulness? How is mindfulness and awareness achieved? How can flexibility, balance and strength be improved? How can we connect the mind to the body? 		<u>Dance</u> <ul style="list-style-type: none"> Can we clap in time? How can we step and keep in time to the music? How can we link phrases to make a short dance? 	<u>Fitness</u> <ul style="list-style-type: none"> What are the benefits of keeping fit? Why is it good to be challenged? Why should we get regular exercise?
RE	<u>Christianity</u> <ul style="list-style-type: none"> What do Christians believe in God and why? What is the story of Jesus and how do Christians remember him? 		<u>Islam</u> <ul style="list-style-type: none"> What beliefs and values are most important to Muslims and why? What role does the place of worship play in a Muslim's life? 		<u>Hinduism</u> <ul style="list-style-type: none"> What beliefs and values are most important to Hindus and why? What role does a place of worship play in Hindu life? 	

	<ul style="list-style-type: none"> • What did Jesus teach his followers and how did he teach? 				<ul style="list-style-type: none"> • What might Hindus learn from traditional stories? • What might a Hindu way of life look like? 	
Life Skills	<u>Thinking of others</u> <ul style="list-style-type: none"> • Who looks after us? • What is a family • Is it ok to be different? 	<u>Keeping safe, fit and healthy</u> <ul style="list-style-type: none"> • What keeps us healthy? • Who helps to keep us safe? • How do we look after ourselves? 	<u>Respect and Tolerance</u> <ul style="list-style-type: none"> • What makes us special? • What is a 'Protected Characteristic?' (gender, race, religion and disability) • Why must we take responsibility for our actions? • How can we learn to co-operate? • How do we respect our world? 	<u>Morals, choices, rights and democracy</u> <ul style="list-style-type: none"> • What is a community? • How do we care for our community? • Why do we have laws and rules? 	<u>Living and growing</u> <ul style="list-style-type: none"> • What do all living things need to thrive? • What is the life cycle? • What happens at each stage? • What do we need at each stage? 	<u>Moving on</u> <ul style="list-style-type: none"> • What have you enjoyed about this year? • What did you find challenging? • What are you looking forward to next year? • Do you have any worries?
Computing	Computing is taught in our IT suite using Purple Mash. During Year 1 children are introduced to the processes of logging on, using a keyboard and mouse and keeping safe online both in and out of school.					