



## Year 1 Curriculum Overview

	Autumn 1 This is Me	Autumn 2 Our Place in Space	Spring 1 Happily Ever After	Spring 2 Nature Detectives	Summer 1 Our Magical Garden	Summer 2 Plastic is not Fantastic!
Events/Info	<p>Reading/Phonics assessments</p> <p>Y1 Hinduism Workshop Day – Diwali</p>	<p>Visit to St. Lawrence Church</p> <p>Space Drama Workshop</p> <p><b>Topic Art Project:</b> <b>3D Rockets</b></p>	<p>Windsor Castle</p>	<p>Animal Man – Ranger Stu</p> <p><b>Topic Art Project:</b> <b>Mini Beast Garden</b></p>	<p>Canons Park (Magical Garden)</p>	<p>Phonics Screening Check</p> <p>SEA Life London Aquarium</p> <p><b>Topic Art Project:</b> <b>Mini Aquarium</b></p>
English	<p><b>Text:</b> Who's our New Teacher? Class Two went to the Zoo</p> <p><b>Writing Genres:</b> Recount Short Narrative Character Description</p>	<p><b>Text:</b> Back to Earth with a Bump Beegu</p> <p><b>Writing Genres:</b> Diary Entry Letter Writing</p> <p>Informal letters Time connectives Diary entries</p>	<p><b>Text:</b> Rumpelstiltskin Hansel &amp; Gretel</p> <p><b>Writing Genres:</b> Short Narrative Writing alternative endings</p> <p>Performance/Oral Presentation – acting out traditional tales</p>	<p><b>Text:</b> The Bug Collector Bug Hotel (non-fiction text)</p> <p><b>Writing Genres:</b> Diary Entry Fact book about mini-beasts and their habitats (flap book)</p>	<p><b>Text:</b> Alice in Wonderland Oliver's Vegetables</p> <p><b>Writing Genres:</b> Setting Description Instructional Writing</p>	<p><b>Text:</b> Alba the 100-Year-Old Fish Somebody Swallowed Stanley</p> <p><b>Writing Genres:</b> Short Narrative Persuasive Letter Writing</p>

<p><b>Reading Focus</b></p>	<p><i>1:1 Reading/Reading assessments</i></p> <p>Prediction/Sequencing</p>	<p>Prediction Sequencing Vocabulary</p>	<p>Prediction Inferencing Retrieval</p>	<p>Retrieval Inferencing Vocabulary</p>	<p>Introduction to different roles within Reciprocal Reading (Consolidation of all reading skills)</p>	
<p><b>Maths</b></p>	<p><b>Place Value (within 10):</b> Sort Objects Count objects from a group of 10 Represent objects and numbers to 10 Count forwards/backwards Count one more/one less One to one correspondence Compare objects Introduce &lt;, &gt; and = Compare numbers Order objects/numbers Ordinal numbers The number line</p> <p><b>Addition &amp; Subtraction (within 10):</b> Introducing parts and wholes Part-whole model (with images and objects) Part-whole model Addition symbol Fact families (addition facts) Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10</p>	<p><b>Addition &amp; Subtraction (within 10):</b> Compare number bonds Addition – adding together Addition – adding more Addition – using bonds Finding a part</p> <p>Subtraction – taking away, how many left? (Crossing out) Subtraction – taking away, how many left? Introducing the subtraction symbol Subtraction – find a part, breaking apart Fact families – the 8 facts Subtraction – counting back Subtraction – finding the difference (2 parts) Comparing addition and subtraction: statements <math>a + b &gt; c</math> Comparing addition and subtraction: statements <math>a + b &gt; c + d</math></p> <p><b>Geometry (Shape):</b> <b>Spring 1</b> - Recognise and name 2-D shapes Sort 2-D shapes Recognise and name 3D shapes</p>	<p><b>Addition &amp; Subtraction (within 20):</b> Add by counting on Add ones using number bonds Find and make number bonds Add by making 10 Subtraction – not crossing 10 Subtraction – not crossing 10 (counting back) Subtraction – crossing 10 Related facts Compare number sentences</p> <p><b>Place Value (within 50):</b> Numbers to 50 Counting forwards and backwards within 50 Tens and ones Represent numbers to 50 One more one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Count in 2s Count in 5s</p>	<p><b>Place Value within 50:</b> Numbers to 50 Counting forwards and backwards within 50 Tens and ones Represent numbers to 50</p> <p>Count in 2s Count in 5s</p> <p><b>Measurement:</b> <b>Money:</b> Recognising coins Recognising notes Counting in coins</p>	<p><b>Number: Multiplication and Division</b> Count in 2s, 5s, 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing</p> <p><b>Number - Fractions:</b> Making a half Making a whole Find a half of a quantity Find a half Making a quarter Find a quarter of a quantity</p> <p><b>Geometry (Position and Direction):</b> Describe turns Describe position</p>	<p><b>Place value (within 100):</b> Counting to 100 by making 10s Counting to 100 Counting forwards/backwards within 100 Introducing the 100 square Partitioning numbers Comparing numbers Ordering numbers One more, one less</p> <p><b>Measurement: Length and Height</b> Compare lengths and height Measuring lengths Introducing the ruler Adding length problems Subtracting length problems</p> <p><b>Measurement: Weight and Volume</b> Introduce Mass and Weight Measure &amp; compare mass mass Weight and Mass problems Introduce capacity and volume</p>

		<p>Sort 3-D shapes Patterns with 3-D and 2-D shapes</p> <p><b>Place Value (within 20)</b> Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects</p>				<p>Measure &amp; compare capacity</p> <p><b>Time</b> Before and after Dates Time to the hour activity Time to the hour/half hour Writing time Comparing time</p>
<p><b>Science</b></p>	<p><b>Topic:</b> Animals including Humans (Ourselves)</p> <p><b>Key Learning Objectives</b> To 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><b>Experiment:</b> Five senses experiment (Autumn Walk) using senses to explore environment</p> <p><b>Working Scientifically Focus:</b> Noticing patterns over time</p>	<p><b>Topic:</b> Seasonal changes (Wonderful Weather)</p> <p><b>Key Learning Objectives</b> To observe changes across the four seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Experiment:</b> Ice experiment Rainbow experiment</p> <p><b>Working Scientifically Focus:</b> Observing changes over a period of time</p>	<p><b>Topic:</b> Everyday Materials (Marvellous Materials)</p> <p><b>Key Learning Objectives</b> To 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</p> <p><b>Experiment:</b> Building a house for the three little pigs using different types of materials</p>	<p><b>Topic:</b> Animals including Humans (Animals)</p> <p><b>Key Learning Objectives</b> To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To describe and compare the structure of a variety of</p>	<p><b>Topic:</b> Plants (What's Growing in Our Gardens?)</p> <p><b>Key Learning Objectives</b> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Experiment:</b> Plant life cycles: Growing cress/plants</p>	<p><b>Topic:</b> Everyday materials (Let's build)</p> <p><b>Key Learning Objectives</b> To distinguish between an object and the material from which it is made</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Experiment:</b> Float or Sink Experiment</p>

			<p><b>Working Scientifically</b> <b>Focus:</b> Grouping and classifying things</p>	<p>common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><b>Working Scientifically</b> <b>Focus:</b> Grouping and classifying things</p>	<p><b>Working Scientifically</b> <b>Focus:</b> Carrying out simple comparative tests</p>	<p>Creating kites in groups using different types of materials</p> <p><b>Working Scientifically</b> <b>Focus:</b> Finding things out using secondary sources of information</p>
<p><b>Computing</b></p>	<p><b>Online Safety:</b></p> <p>Pupils will learn how to design rules for using technology safely.</p> <p>Pupils will learn how to be kind and thoughtful towards others online, as well as how to be responsible when using different devices connected to the internet.</p>	<p><b>We are Treasure Hunters:</b></p> <p>Solving problems using programmable Toys</p> <p>Pupils will learn that a programmable robot can be controlled by inputting a sequence of instructions</p>	<p><b>We are Digital Artists:</b></p> <p>Creating work inspired by great artists</p> <p>Pupils will learn how to select and set brushes and colours to create artwork in a range of styles on iPads</p>	<p><b>We are Publishers:</b></p> <p>Creating a multimedia eBook about our achievements</p> <p>Pupils will learn how to plan a small multimedia eBook and record audio commentary and import images</p>	<p><b>We are Rhythmic:</b></p> <p>Creating sound patterns and Scratch Jr and GarageBand</p> <p>Pupils will learn to record audio on an iPad and create a repeating percussion pattern using a virtual drum machine</p>	<p><b>We are Detectives:</b></p> <p>Using data to solve clues</p> <p>Pupils will learn how data can be structured as records with fields for information</p>
<p><b>Geography / History</b></p>	<p>Childhood Then and Now - Changes over Time</p> <p><b>Key Question:</b> What was it like being a child in the past and what is it like now?</p> <p><b>Focus:</b> exploring what life was like as a child in the past and what it is like now. Comparing then and now.</p>	<p>Weather &amp; Seasons</p> <p><b>Focus:</b> pupils will identify seasonal and daily patterns in the UK. They will understand the differences between the types of weather experienced in different seasons in the UK.</p>	<p>Kings and Queens</p> <p><b>Key Question:</b> Elizabeth and Victoria- what mattered most to our two famous queens?</p> <p><b>Focus:</b> the children will explore some of the most famous monarchs of the UK including Elizabeth and Victoria. They will learn the chronological order and significant events that</p>	<p>Local Area and Settlements (including Geographical Enquiry)</p> <p><b>Focus:</b> pupils will explore their local areas using maps and aerial photographs linking Whitchurch Primary School to local landmarks.</p>	<p>History and Sport</p> <p><b>Key Question:</b> How has sport changed throughout history?</p> <p><b>Focus:</b> children will focus on the history of sport in the local area e.g. history and significance of Wembley Stadium</p>	<p>United Kingdom</p> <p><b>Focus:</b> pupils will name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. They will begin looking at some physical and human features in the UK and will learn the difference between the types of features.</p>

			<i>happened under their reign.</i>			
<b>R.E.</b>	<p><b><u>Hinduism</u></b>  <i>Key Question: How and why do Hindus celebrate Diwali?</i></p> <p>What is my favourite part of Diwali? OR What is my favourite part of my religious festivals?</p> <p>WALT: understand the meaning of the story of Rama and Sita. WALT know how Hindus celebrate the festival in different ways.</p>	<p><b><u>Christianity</u></b>  <i>Key Question: What is the story of the Nativity?</i></p> <p>How can I look after guests in my house? How would I feel if I had nowhere to sleep?</p> <p>WALT: know the main events of the story of the Nativity and what it teaches us about how to treat people.</p>	<p><b><u>Hinduism</u></b>  <i>Key Question: How do Hindus celebrate important life events?</i></p> <p>How do my family celebrate the birth of a baby? Do my parents or other relatives have pictures of their weddings? How were these celebrations special for them? WALT: know the significance of the Hindu ceremonies to celebrate births, coming of age and weddings.</p>	<p><b><u>Christianity</u></b>  <i>Key Question: How is Easter related to Spring?</i></p> <p>How do I feel when winter ends and Spring starts? Does my religion have a spring festival?</p> <p>WALT: know the different ways Christians celebrate Easter and to recognise that the symbols of Easter are also symbols of spring.</p>	<p><b><u>Judaism</u></b>  <i>Key Question: Why do Jewish people have Shabbat?</i></p> <p>Do I have a special day of the week in my religion? How is it different to the rest of the week?</p> <p>WALT: know how Jewish people celebrate Shabbat and to recognise the different artefacts used during the day.</p>	<p><b><u>Comparison Topic</u></b>  <i>Key Question: Is it important to have a day of rest?</i></p> <p>Christianity / Islam / Hinduism</p> <p>What would I enjoy about a day of rest? How would I choose to spend my “day of rest”?</p> <p>WALT: recognise the similarities and differences between days of rest for different religions.</p>

<p><b>Art / DT</b></p>	<p><b>Art: Self-Portrait (Drawing/Form)</b></p> <p>Investigate famous self-portraits</p> <p>Collage to create a self-portrait</p> <p>Investigate the different kinds of sketching pencils</p> <p>Investigate different paints</p> <p>Create own self-portrait create a self-portrait from clay</p> <p><i><b>Focus:</b> pupils will explore how to use a combination of different tools and observational drawing to create an image of themselves</i></p>	<p><b>DT: Delightful Decorations (Texture)</b></p> <p>Explore different types of decorations</p> <p>Practise cutting and sewing skills</p> <p>Design and make a Christmas tree decoration</p> <p>Evaluate your own Christmas tree decoration</p> <p><i><b>Focus:</b> pupils will explore different types of decorations for festivals and use their cutting and sewing skills to create their own ornaments</i></p>	<p><b>DT: Moving Pictures (Digital Media)</b></p> <p>Create a sliding mechanism (using levers)</p> <p>Investigate and create wheel mechanisms</p> <p>design and create a picture with a moving mechanism</p> <p><i><b>Focus:</b> pupils will create a sliding mechanism using levers and investigate and create a wheel mechanism</i></p>	<p><b>Art: Earth Art (Pattern)</b></p> <p>Explore ways of painting on rocks</p> <p>Make sculptures with sticks and twigs</p> <p>Make animal pictures with leaves</p> <p>Weave with natural materials</p> <p>Making mandalas</p> <p>Collage using natural materials</p> <p><i><b>Focus:</b> pupils will explore ways of using natural materials to create collages and sculptures</i></p>	<p><b>Art: Colour Creations (Colour/Famous Artist)</b></p> <p>Exploring and identifying primary colours</p> <p>Mix primary colours to create secondary colours</p> <p>Create light and dark shades of colours</p> <p>Research and produce art based on the work of Kandinsky</p> <p><i><b>Focus:</b> pupils will be introduced to primary colours and colour mixing.</i></p>	<p><b>DT: Flying Kites (Texture/Colour)</b></p> <p>Explore the history of different kites and what they look like</p> <p>Explore materials used to make simple kites</p> <p>Create a simple Carp Kite</p> <p>Construct a kite by following a design</p> <p>Evaluation of kite</p> <p><i><b>Focus:</b> pupils will be designing and constructing their own kites by following a design using a variety of materials</i></p>
<p><b>Music</b></p>	<p><b>Duration</b></p> <p>Creating vocal sound effects</p> <p>Singing with actions and pitch awareness</p> <p>Developing instrumental playing techniques</p>	<p><b>Christmas Carols</b></p> <p>Singing with actions, pitch awareness and good voice projection</p> <p>Singing from memory</p> <p>Responding to visual directions</p>	<p><b>Pulse and Rhythm</b></p> <p>Following rhythmic notation (semibreve, minim, crotchet, paired quavers)</p> <p>Combining beat and rhythm</p>	<p><b>Pitch</b></p> <p>Singing, counting in and responding to simple visual directions</p> <p>Playing the C major scale</p>	<p><b>Graphic score</b></p> <p>Identifying musical elements</p> <p>Exploring graphic scores</p> <p>Playing untuned percussion instruments</p>	<p><b>Timbre, Tempo, Dynamics</b></p> <p>Creating descriptive sounds</p> <p>Using descriptive vocabulary for sound pictures</p>

	<p>Playing simple rhythms on untuned percussion instruments</p> <p>Developing ensemble playing skills</p>	<p>Performing in time with the music</p>	<p>Accompanying songs with rhythmic ostinati (repeated patterns)</p> <p>Changing the speed and length of the beat</p> <p>Developing ensemble skills</p>	<p>Creating rhythm and pitch patterns</p> <p>Playing tuned percussion instruments</p> <p>Improving ensemble skills</p> <p>Following pictures and symbols to guide singing and playing</p>	<p>responding to simple dynamic indications</p> <p>Creating graphic scores responding to pictorial stimuli</p>	<p>Selecting and combining appropriate instruments</p> <p>Following simple structures</p> <p>Combining layers of sound</p> <p>Creating sequences of sound effects</p>
<b>Indoor P.E.</b>	<p><b>Fundamentals</b> Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p>	<p><b>Gymnastics</b> In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<p><b>Team building</b> Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome</p>	<p><b>Yoga</b> Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities..</p>	<p><b>Movement</b> Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	<p><b>Fitness</b> Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p>

<p><b>Outdoor P.E.</b></p>	<p><b>Ball Skills</b> Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p>	<p><b>Sending &amp; Receiving</b> Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p>	<p><b>Net &amp; Wall</b> Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>	<p><b>Invasion</b> Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p><b>Target Games</b> In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p><b>Athletics</b> Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently</p>
<p><b>PSHE</b></p>	<p><b>Being me in my World</b></p> <p>Special and Safe</p> <p>My Class</p> <p>Rights and Responsibilities</p> <p>Rewards and Feeling Proud</p>	<p><b>Celebrating Differences</b></p> <p>Similarities and differences</p> <p>Understanding bullying and knowing how to deal with it</p> <p>Making new friends</p>	<p><b>Dreams and Goals</b></p> <p>Setting goals</p> <p>Identifying successes and Achievements</p> <p>Learning styles</p> <p>Working well and celebrating</p>	<p><b>Healthy Me</b></p> <p>Keeping myself healthy</p> <p>Healthier lifestyle choices</p> <p>Keeping clean</p> <p>Being safe</p>	<p><b>Relationships</b></p> <p>Belonging to a family</p> <p>Making friends/being a good friend</p> <p>Physical contact preferences</p> <p>People who help us</p>	<p><b>Changing Me</b></p> <p>Life cycles – animal and human</p> <p>Changes in me</p> <p>Changes since being a baby</p> <p>Differences between female and</p>

	<p>Consequences</p> <p>Owning our Class Charter</p>	<p>Celebrating the differences in everyone</p>	<p>achievement with a partner</p> <p>Tackling new challenges</p> <p>Identifying and overcoming Obstacles</p> <p>Feelings of success</p>	<p>Medicine safety/safety with household items</p> <p>Road safety</p> <p>Linking health and happiness</p>	<p>Qualities as a friend and person</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p>	<p>male bodies (correct terminology)</p> <p>Linking growing and learning</p> <p>Coping with change Transition</p>
<p>French</p>	<p>Greetings, Numbers, Colours</p>		<p>Classroom instructions, parts of body and face</p>		<p>Fruit and vegetables, opinions, role play</p>	