



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!
Enrichment	Reading/Phonics assessments Y1 Hinduism Workshop Day – Diwali	Visit to St. Lawrence Church Space Drama Workshop Topic Art Project: 3D Rockets	Windsor Castle	Dentist Talk Road Safety Talk Topic Art Project: Mini Beast Garden	Canons Park (Magical Garden)	Phonics Screening Check SEA Life London Aquarium Topic Art Project: Mini Aquarium
English	Text: Who's our New Teacher? Class Two went to the Zoo Writing Genres: Recount Short Narrative Character Description	Text: Back to Earth with a Bump Beegu Writing Genres: Diary Entry Letter Writing Informal letters Time connectives Diary entries	Text: Rumpelstiltskin Hansel & Gretel Writing Genres: Short Narrative Writing alternative endings Performance/Oral Presentation – acting out traditional tales	Text: The Bug Collector Bug Hotel (non-fiction text) Writing Genres: Diary Entry Fact book about mini-beasts and their habitats (flap book)	Text: Alice in Wonderland Oliver's Vegetables Writing Genres: Setting Description Instructional Writing	Text: Alba the 100-Year-Old Fish Somebody Swallowed Stanley Writing Genres: Short Narrative Persuasive Letter Writing

<p>Reading Focus</p>	<p>1:1 Reading/Reading assessments</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>Maths</p>	<p>Place Value (within 10): 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 <, > and = Compare numbers Order objects/numbers Ordinal numbers The number line</p> <p>Addition & Subtraction (within 10): 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>Addition & Subtraction (within 10): 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 $a + b > c$ Comparing addition and subtraction: statements $a + b > c + d$</p> <p>Geometry (Shape): Spring 1 - Recognise and name 2-D shapes Sort 2-D shapes</p>	<p>Addition & Subtraction (within 20): 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>Place Value (within 50): 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</p>	<p>Place Value within 50: 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>Measurement: Money: Recognising coins Recognising notes Counting in coins</p>	<p>Number: Multiplication and Division 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>Number - Fractions: Making a half Making a whole Find a half of a quantity Find a half Making a quarter Find a quarter Find a quarter of a quantity</p> <p>Geometry (Position and Direction): Describe turns Describe position</p>	<p>Place value (within 100): 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>Measurement: Length and Height Compare lengths and height Measuring lengths Introducing the ruler Adding length problems Subtracting length problems</p> <p>Measurement: Weight and Volume Introduce Mass and Weight Measure & compare mass mass Weight and Mass problems</p>

		<p>Recognise and name 3D shapes Sort 3-D shapes Patterns with 3-D and 2-D shapes</p> <p>Place Value (within 20) 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>	Count in 5s			<p>Introduce capacity and volume Measure & compare capacity</p> <p>Time Before and after Dates Time to the hour activity Time to the hour/half hour Writing time Comparing time</p>
Science	<p>Topic: Animals including Humans (Ourselves)</p> <p>Key Learning Objectives 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>Experiment: Five senses experiment (Autumn Walk) using senses to explore environment</p> <p>Working Scientifically Focus:</p>	<p>Topic: Seasonal changes (Wonderful Weather)</p> <p>Key Learning Objectives 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>Experiment: Ice experiment Rainbow experiment</p> <p>Working Scientifically Focus: Observing</p>	<p>Topic: Everyday Materials (Marvellous Materials)</p> <p>Key Learning Objectives 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>Experiment: Building a house for the three little pigs using</p>	<p>Topic: Animals including Humans (Animals)</p> <p>Key Learning Objectives 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 common</p>	<p>Topic: Plants (What's Growing in Our Gardens?)</p> <p>Key Learning Objectives 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>Experiment:</p>	<p>Topic: Everyday materials (Let's build)</p> <p>Key Learning Objectives 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>Experiment: Float or Sink Experiment</p>

	Noticing patterns over time	changes over a period of time	different types of materials <u>Working Scientifically</u> Focus: Grouping and classifying things	animals (fish, amphibians, reptiles, birds and mammals, including pets) <u>Working Scientifically</u> Focus: Grouping and classifying things	Plant life cycles: Growing cress/plants <u>Working Scientifically</u> Focus: Carrying out simple comparative tests	Creating kites in groups using different types of materials <u>Working Scientifically</u> Focus: Finding things out using secondary sources of information
Computing	Online Safety: Pupils will learn how to design rules for using technology safely. 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.	We are Treasure Hunters: Solving problems using programmable Toys Pupils will learn that a programmable robot can be controlled by inputting a sequence of instructions	We are Digital Artists: Creating work inspired by great artists Pupils will learn how to select and set brushes and colours to create artwork in a range of styles on iPads	We are Publishers: Creating a multimedia eBook about our achievements Pupils will learn how to plan a small multimedia eBook and record audio commentary and import images	We are Rhythmic: Creating sound patterns and Scratch Jr and GarageBand Pupils will learn to record audio on an iPad and create a repeating percussion pattern using a virtual drum machine	We are Detectives: Using data to solve clues Pupils will learn how data can be structured as records with fields for information
Geography / History	Childhood Then and Now - Changes over Time Key Question: What was it like being a child in the past and what is it like now? Focus: exploring what life was like as a child in the past and what it is like now. Comparing then and now.	Weather & Seasons Focus: 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.	Kings and Queens Key Question: Elizabeth and Victoria- what mattered most to our two famous queens? Focus: 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	Local Area and Settlements (including Geographical Enquiry) Focus: pupils will explore their local areas using maps and aerial photographs linking Whitchurch Primary School to local landmarks.	History and Sport Key Question: How has sport changed throughout history? Focus: children will focus on the history of sport in the local area e.g. history and significance of Wembley Stadium	United Kingdom Focus: 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.

			<i>happened under their reign.</i>			
R.E.	<p>Hinduism <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>Christianity <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>Hinduism <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>Christianity <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>Judaism <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>Comparison Topic <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>
Art / DT	<p>Art: Self-Portrait (Drawing/Form)</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>DT: Cooking & Nutrition (Smoothies)</p> <p>Designing smoothie carton packaging by hand.</p> <p>Chopping fruit and vegetables safely to make a smoothie.</p> <p>Juicing fruits to make a smoothie.</p> <p>Identifying if a food is a fruit.</p> <p>Learning where and how fruits and vegetables grow.</p>	<p>DT: Structures Baby Bear’s Chair</p> <p>Learning about different types of structures, found in the natural world and in everyday objects.</p> <p>Making a structure according to design criteria.</p> <p>Creating joints and structures from paper/card and tape.</p>	<p>Art: Earth Art (Pattern)</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>Art: Colour Creations (Colour/Famous Artist)</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>DT: Mechanisms Making a moving story book</p> <p>Explaining how to adapt mechanisms, using bridges or guides to control the movement.</p> <p>Designing a moving storybook for a given audience.</p> <p>Following a design to create moving models that use levers and sliders.</p> <p>Testing a finished product, seeing whether</p>

	<p>Focus: pupils will explore how to use a combination of different tools and observational drawing to create an image of themselves</p>	<p>Tasting and evaluating different foods. Describing appearance, smell and taste.</p> <p>Suggesting information to be included on packaging.</p> <p>Focus: pupils will explore different types of fruit and using tools and equipment to make smoothies</p>	<p>Building a strong and stiff structure by folding paper.</p> <p>Comparing the stability of different shapes.</p> <p>Testing the strength of their own structures.</p> <p>Focus: pupils will create a chair for Baby Bear and produce a model that supports a teddy, using the appropriate materials and construction techniques</p>	<p>Focus: pupils will explore ways of using natural materials to create collages and sculptures</p>	<p>Focus: pupils will be introduced to primary colours and colour mixing.</p>	<p>it moves as planned and if not, explaining why and how it can be fixed.</p> <p>Evaluation of book</p> <p>Focus: pupils will be designing and constructing their own moving story book by following a design using a variety of materials</p>
Music	<p>Duration</p> <p>Creating vocal sound effects</p> <p>Singing with actions and pitch awareness</p> <p>Developing instrumental playing techniques</p> <p>Playing simple rhythms on untuned percussion instruments</p> <p>Developing ensemble playing skills</p>	<p>Christmas Carols</p> <p>Singing with actions, pitch awareness and good voice projection</p> <p>Singing from memory</p> <p>Responding to visual directions</p> <p>Performing in time with the music</p>	<p>Pulse and Rhythm</p> <p>Following rhythmic notation (semibreve, minim, crotchet, paired quavers)</p> <p>Combining beat and rhythm</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>Pitch</p> <p>Singing, counting in and responding to simple visual directions</p> <p>Playing the C major scale</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>Indoor P.E.</p>	<p>Fundamentals 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>Gymnastics 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>Team building 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>Yoga 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>Movement 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>Fitness 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>Outdoor P.E.</p>	<p>Ball Skills 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>Sending & Receiving 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</p>	<p>Net & Wall 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</p>	<p>Invasion 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</p>	<p>Target Games 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</p>	<p>Athletics 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</p>

		activities. They will understand the importance of abiding by the rules to keep themselves and others safe.	against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	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.	self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	work collaboratively as well as independently
PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Special and Safe	Similarities and differences	Setting goals	Keeping myself healthy	Belonging to a family	Life cycles – animal and human
	My Class	Understanding bullying and knowing how to deal with it	Identifying successes and Achievements	Healthier lifestyle choices	Making friends/being a good friend	Changes in me
	Rights and Responsibilities	Making new friends	Learning styles	Keeping clean	Physical contact preferences	Changes since being a baby
	Rewards and Feeling Proud	Celebrating the differences in everyone	Working well and celebrating achievement with a partner	Being safe	People who help us	Differences between female and male bodies (correct terminology)
	Consequences		Tackling new challenges	Medicine safety/safety with household items	Qualities as a friend and person	Linking growing and learning
	Owning our Class Charter		Identifying and overcoming Obstacles	Road safety	Self-acknowledgement	Coping with change
			Feelings of success	Linking health and happiness	Being a good friend to myself	Transition
					Celebrating special relationships	
French	Greetings, Numbers, Colours		Classroom instructions, parts of body and face		Fruit and vegetables, opinions, role play	