



Year 1 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fairy Tales	Toys	Where in the world- Kenya	At the seaside	Transport	In our garden
English	Topic texts: Jack and the jelly bean stalk Other texts: Going on a bear hunt NF: All about me- a fact file NF: How to get ready for school- instructions <u>Writing to entertain (poetry)</u> Black is a rainbow colour by Angela Joy https://www.yout	Topic texts: The Nutcracker/ Toy Story Other texts: Beagu NF: Information page <u>Writing to entertain (poetry)- List poem</u> <u>Nursery rhymes and traditional poems</u> Buckingham Palace by A. A. Milne alongside extracts from Winnie the Pooh	Topic texts: Handa's surprise Other texts: We're going on a lion hunt <u>Writing to entertain (poetry)</u> Oi Frog	Topic texts: Mrs Armitage and the big wave Other texts: Sharing a shell Meerkat Mail <u>Writing to entertain (poetry)</u> At the Seaside by Robert Louis Stevenson NF: Information page – Black Rhino- A Fact File	Topic texts: The journey Other texts: Kitchen Disco NF: Information page - Titanic <u>Writing to entertain (poetry)</u> Chocolate Cake by Michael Rosen	Topic texts: Emma Janes Aeroplane <u>Writing to inform</u> Fact-files Instructions Other texts: Superworm NF: How to look after a butterfly- instructions <u>Writing to entertain (poetry)</u> Nature poems The Dragonfly by Libby Houston

	ube.com/watch?v=O8H7II9pDjA	'Firework Night' by Enid Blyton				Colour/What is Pink? by Christina Rossetti
Maths	<u>Place Value (within 10)</u> Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 10 in numerals and words, Given a number, identify one more and one less identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	<u>Addition and subtraction (within 10)</u> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 10 Add and subtract one-digit numbers to 10 Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. <u>Shape</u> Recognise and name common 2-D and 3-D shapes, including:	<u>Place Value (within 20)</u> Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 20 in numerals and words, <u>Addition and subtraction (within 20)</u> Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 \square - 9$	<u>Place Value (within 50)</u> Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. 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 in multiples of twos, fives and tens. <u>Measure- weight and height</u> <u>length and volume</u> Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights Weight and Volume Measure and begin to record mass/weight, capacity and volume.	<u>Multiplication and division</u> Count in multiples of twos, fives and tens. 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. <u>Fractions</u> 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. <u>Position and direction</u> Describe position, direction and movement, including whole, half, quarter and three quarter turns.	<u>Place Value (within 100)</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. <u>Measurement: money</u> Recognise and know the value of different denominations of coins and notes. <u>Measurement: time</u> Sequence events in chronological order using language. Recognise and use language relating to dates, including days of

		rectangles ,squares, circles and triangles cuboids cubes, pyramids and spheres).		Compare, describe and solve practical problems for mass/weight.		the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. _Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)
Science	<u>Seasonal changes (throughout the year)</u> Name the four seasons. Observed changes over the four seasons. Compare the four seasons. Describe weather associated with the seasons and how day length varies. Describe how day length varies in different seasons.	<u>Materials</u> Know the difference between an object and the material that it is made from. Name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials based on their physical properties..	<u>Humans</u> Identify, name and draw and label the basic parts of the human body and say which parts of the body are associated with each sense	<u>.Animals</u> 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.	<u>Plants</u> Identify and name a variety of common wild and garden plants. Identify and describe the basic structures of a variety of common flowering plants, including trees	

Computing	<u>Internet Safety</u> Know that they should always ask a responsible adult if they want to use a device. Begin to understand the importance of being kind and polite online. know what is meant by personal information and develop awareness of why it is special.	<u>Beebots</u> Follow and give instructions Explore outcomes when buttons are pressed in sequences Begin to identify and carry out an algorithm Begin to make predictions about short instructions Begin to use the word debug to correct any mistakes	<u>Internet Safety refresher lesson</u> <u>Typing skills - PaintZ</u> Log onto a computer Navigate around the screen with a mouse Find and open an apps Change colour of brush Use paint brush to draw simple images Use eraser to clear screen Move drawn shape	<u>Emails and Messages</u> Looking at what an email looks like Sending a class email to significant person. <u>Websites</u> Understanding website uses Understanding the back and forwards button on a website Understanding links on a website	<u>Internet Safety refresher lesson</u> <u>Data</u> Begin to develop simple classification skills Sort objects with labels provided Sort and label objects Draw a simple graph, e.g. pictogram Begin to explain what the graph shows	<u>Beebots</u> Revist of skills from Autumn 2 Write instructions Left and right turn Forward and backwards
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Geography	<u>Our School</u>	<u>Our world- Kenya</u>	<u>At the seaside</u>	<u>Wonderful weather</u>
	Use a simple picture map to move around the school; Recognise that it is about a place. Make simple observations about the school and local area. Use basic vocabulary to describe their school and its surrounding environment. Follow directions (Up, down, left/right, forwards/backwards) Use information books/pictures as sources of information.	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. Use information books/pictures as sources of information. Use world maps, atlases and globes to identify the countries, continents and oceans studied Begin to name and locate some of the world's seven continents and five oceans. Compare the UK with a contrasting country in the world	•Name the four countries of the United Kingdom • locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK; • explain that seaside resorts can be found in the UK and worldwide;Use information books/pictures as sources of information. • begin to classify key features of places into 'natural' and 'man-made'; • observe aerial photographs of seaside locations to recognise basic human and physical features/Use a simple picture map; • understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past; •Describe some similarities and differences when studying places and features e.g. hot and cold places of the world	Describe some similarities and differences when studying places and features e.g. hot and cold places of the world. Identify seasonal/daily weather patterns in the UK Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map.

			• describe a UK seaside resort (St.Ives, Cornwall) in detail using a range of information; Describe different environments eg town, village, countryside, seaside • ask geographical questions – Where is it? What is this place like? How near/far is it?	
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History		<u>Toys: Are toys more enjoyable now than 100 years ago?</u> Communication; similarities and differences: - describe the difference between toys now and toys in 1900. - use simple historical terms now, then, before and after. Significance: - choose different sources to show how teddy bears have changed. Sources: - identify 2 ways the past is presented. Chronology: - order/sequence pictures of toys.		<u>Seaside: How did seaside holidays change during the Victorian to the second Elizabethan period?</u> Chronology - use words such as ‘a long time ago’, ‘before’, ‘then’, ‘now’, ‘after’, to show when an event happened. - identify differences between the past and the present using real life images. Events, people and changes,significance - give 2 reasons why holidays changed in Victorian times. - name the queen in Victorian Britain and the Queen when they were born and give 3 facts about their life. Interpretation, enquiry and using sources - ask questions about photographs or information – using ‘Why?’, ‘When?’, ‘What happened?’ or ‘Who was involved?’ - say what I notice from photographs and begin to think why this might	<u>Transport: Why was the development of transport important?</u> Significant historical figures: Wright brothers, George Stephenson Chronology - retell stories from the past. Communication: - describe the evolution of bikes. -describe the first flight. - use simple historical terms now, then, a long time ago, before and after. - choose sources to show what I know about changes in planes. Sources: - identify 2 ways the past is presented. Chronology: -order/sequence pictures of transport (bikes and aeroplanes).	
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			be different from my own life. Cause and consequence: - give three examples of how archaeologists know about the past. Similarities and differences: - give 5 similarities between today and Victorian times. - give 5 differences between today and Victorian times. Communication: - create a poster to show the difference between Victorian holidays and holidays today.		
DT	<u>Cooking linked to hygiene</u> Begin to name and sort food into the five groups on the eatwell plate and understand the need for a variety of foods in a diet Group familiar food products e.g. fruit and vegetables Cut, peel, grate, chop a range of ingredients Work safely and hygienically Measure and weigh food items using non-statutory measures e.g. spoons, cups Begin to use vocabulary related to smell, taste, texture and feel	<u>Sliders and Levers - Moving Pictures</u> Name the tools they are using and begins to select tools for a purpose. Explain what they are making and which materials they are using Describe what they need to do next Join appropriately for different materials and situations Use own templates Measure, mark out, cut and shape materials and components Assemble, join and combine materials and components Know about the movement of simple mechanisms eg levers and sliders Talk about likes and dislikes of existing products. Say what they like and do not like about items they have made and attempt to say why	<u>Mechanisms and Axles – making a new mode of transport</u> Name the tools they are using and begins to select tools for a purpose. Explain what they are making and which materials they are using Describe what they need to do next Join appropriately for different materials and situations e.g. glue, tape, Know about the movement of simple mechanisms eg wheels, axles Know how to fold, tear, cut, roll and curl paper and card Talk about likes and dislikes of existing products. Say what they like and do not like about items they have made and attempt to say why		

Art & design

Light and dark

*Sketches / paintings / collages inspired by
Bridget Riley*

Knowledge of Artist - Bridget Riley

Use the work of artists to replicate ideas or inspire their own work.

Exploring and developing ideas-

Begin to record and explore ideas from first hand observations, experience and imagination.

Drawing and mark making-

Use a variety of tools including pencils, rubbers, charcoal, ballpoints, chalk and other dry media.

Use a sketchbook to gather and collect artwork.

Begin to explore the use of line, shape and colour.

Painting-

Use a variety of tools and techniques including the use of different brush sizes and types.

Work on different scales.

Evaluate and develop work

Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook.

Identify what they might change in their current work or develop in their future work.



Kenyan masks

Papier mache masks

Knowledge of Crafts Makers - Kenyan mask makers

Use the work of artists to replicate ideas or inspire their own work.

Sculpture / 3D form

Explore sculpture with a range of malleable media, especially clay.

Experiment with, construct and join recycled, natural and man-made materials.

Explore shape and form.

Painting-

Use a variety of tools and techniques including the use of different brush sizes and types.

Evaluate and develop work

Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook.

Identify what they might change in their current work or develop in their future work.



Drawing from nature

'In the garden' drawings with collage details

Knowledge of Artist - Monet

Use the work of artists to replicate ideas or inspire their own work.

Drawing and mark making-

Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.

Textiles and collage -

Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.

Evaluate and develop work

Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook.

Identify what they might change in their current work or develop in their future work.



RE	<u>Why do Christians call God creator?</u> <u>new unit</u> Create' / 'creation' / 'creator' • Biblical creation story • God as 'creator' of the world & in other parts of the Bible • Celebration of Harvest Skills: -Retell a religious story and talk about it. -Think about what is important to them and other people. - Begin to ask questions about the faith communities in their school	<u>What is 'The Nativity' and why is it important to Christians?</u> Knowledge: - Nativity as the birth of Jesus • Other important people in the nativity. • Why did angels announce Jesus birth? • Diversity of Nativity sets across the world. -Christmas as a focus of worship of Jesus Skills -Retell a religious story and talk about it -Think about the special things that happen to them and others. -Recognise religious art, symbols and words and talk about them	<u>Why should we look after our world?</u> -Link to ideas from prior learning about creation • Caring about the world from non-religious perspective – we all share our world • Tu B'Shvat (Jewish tree-planting festival) Skills: -Think about what is important to them and to other people.	<u>What do Christians learn from stories of Jesus?</u> Stories about Jesus, baby → man • Jesus human 'like us' and divine, 'like God' • Jesus as storyteller: 'parables' as teaching • Christians as 'followers' of Jesus • End with Easter story and symbols Skills: - Retell a religious story and talk about it. -Recognise religious art, symbols and words and talk about them	<u>Judaism</u> <u>What makes a book special?</u> • Torah is special as it contains G_d's words & rules for living (mitzvot) • How Jewish people show the Torah is special in how it's treated & where it lives Skills: -Begin to ask questions about the faith communities in their school -Recall and name different beliefs and practices, including festival, worship rituals and ways of life. -Recognise religious art, symbols and words and talk about them	<u>Why do Jewish children celebrate the gift of Shabbat?</u> -Shabbat as a special gift of rest • Links with creation story • Friday night meal & symbols; - Saturday night ceremony as start of new week. Skills: -Begin to ask questions about the faith communities in their school -Recall and name different beliefs and practices, including festival, worship rituals and ways of life. -Recognise religious art, symbols and words and talk about them
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PSHE	<u>RELATIONSHIPS</u> RESPECT (School Value) I feel special and safe in my class I understand the rights and responsibilities as a member of my class I know how to make my class a safe place for everybody to learn I recognise how it feels to be proud of an achievement I can recognise the choices I make and understand the consequences I can identify similarities between people in my class I can tell you some ways I am different from my friends I can identify differences between people in my class I can tell you what bullying is I know some people who I could talk to if I was feeling unhappy or being bullied I know how to make new friends I can tell you some ways I am different from my friends Kindness (school value)		<u>Living in The Wider World</u> Friendship (school value) Rules for different situations (home and school) Similarities between us (physical and likes/dislikes) Examples of different groups and communities Different people have different needs. People who work in our community What to do in an emergency (999 call) All things need looking after in different ways Taking responsibility for our world. Recycling Saving energy around the school. Where does money come from? Keeping money safe. Independence (School value)		<u>HEALTHY BODIES, HEALTHY MINDS</u> Determination (School value) What I like and dislike Different kinds of feelings (good and bad) What does it mean to be healthy? What can I do to be healthy every day? Germs and the importance of handwashing. Why is exercise important? (Physical and mental) People who look after me/keep me safe. Safety in our home Personal safety (stranger danger) Managing uncomfortable feelings-feeling proud and jealous Enthusiasm (School value)	
Music	Identify different sounds in the environment, indoors and outside; Sing, rap, rhyme, chant and use spoken word; Sing a song from memory and in unison; Find the steady beat; Find and enjoy moving to music in different ways; Use body percussion, instruments and voices; Enjoy and have fun performing;		Watch, follow, feel and move to a steady beat with others; Recognise and clap long sounds and short sounds, and simple combinations; Perform short, copycat rhythm patterns accurately, led by the teacher. Describe tempo as fast or slow; Describe dynamics as loud and quiet;		Demonstrate good singing posture; Move and dance with the music; Add actions to the song. Find and keep a steady beat together; Copy back simple rhythmic patterns using long and short sounds; Recognise some band and orchestral instruments.	
PE	Fitness fundamentals	Target games	Ball skills	Dance	Athletics	Striking and fielding

	Gymnastics	Dance	Gymnastics	Fitness	Invasion games	Sending and receiving
Visits/ visitors	Walk around local area- Geography			Colley Hill/Margery Woods- science		Brookland Museum- History of transport.