

# Year 1: Yearly Curriculum Overview 2018/19

Subject / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<ul style="list-style-type: none"> <li>▪ <b>Fiction:</b> Stories in familiar settings: Handa's surprise</li> <li>▪ <b>Non-Fiction:</b> Instructions : Drinking water</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Fiction:</b> Stories in familiar settings: Owl babies</li> <li>▪ <b>Non-Fiction:</b> Information report: Animals that hunt at night: Hedgehogs</li> <li>▪ <b>Poetry:</b> Poems with familiar settings: Two Feet</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Fiction:</b> Traditional stories : Little Red Riding Hood</li> <li>▪ <b>Non-Fiction:</b> Instruction text: How to draw a friendly ant</li> <li>▪ <b>Poetry:</b> Poems with familiar settings: Night Night</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Fiction:</b> Stories with predictable refrain : Peace at last</li> <li>▪ <b>Non-Fiction:</b> Information report: Arachnids: scorpions and spiders</li> <li>▪ <b>Poetry:</b> Poems with language play : The new vestments</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Fiction:</b> Retelling Aesop's fable: The fox and the stork</li> <li>▪ <b>Non-Fiction:</b> Recount: Going to Lismore Park</li> <li>▪ <b>Poetry:</b> Text with language play.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Fiction:</b> We are going on a bear hunt</li> <li>▪ <b>Non-Fiction:</b> Information text: wasps and bees</li> <li>▪ <b>Poetry:</b> Text with language play.</li> </ul>
<b>Phonics</b>	We follow the LCP Letters and Sounds Phonics Scheme. Government phonics screen is usually in July.					
<b>Reading</b>	<p>Our reading scheme is based on the Oxford Reading Tree scheme. Opportunities to read are weaved into the range of subjects and can range from words right through to sentences and whole texts.</p> <p>We will be developing confidence to decode, read aloud, develop pace, and early comprehension.</p> <p>We have shaped reading opportunities across the curriculum and will be encouraging children to read an increasingly wider range of text types.</p>					
<b>Maths</b>	<p><b>Rising Stars Scheme</b> Understanding is developed through using concrete, pictorial and abstract representations as well as the enquiry based approach.</p> <p>Units 1- Numbers everywhere, number recognition. Unit 2 - Adding, subtracting and sequencing</p>	<p><b>Rising Stars Scheme</b> Understanding is developed through using concrete, pictorial and abstract representations as well as the enquiry based approach.</p> <p>Units 3 - 2D and 3D shapes Unit 4 – Counting and comparing Unit 5 – Adding and subtracting to 20</p>	<p><b>Rising Stars Scheme</b> Understanding is developed through using concrete, pictorial and abstract representations as well as the enquiry based approach.</p> <p>Units 6 - Money Unit 7- Groups and rows Unit 8 – Measuring</p>	<p><b>Rising Stars Scheme</b> Understanding is developed through using concrete, pictorial and abstract representations as well as the enquiry based approach.</p> <p>Units 9 – Number lines Unit 10 – Building towers and moving shapes</p>	<p><b>Rising Stars Scheme</b> Understanding is developed through using concrete, pictorial and abstract representations as well as the enquiry based approach.</p> <p>Units 11 – Pattern and ordering Unit 12 – Solving problems</p>	<p><b>Rising Stars Scheme</b> Understanding is developed through using concrete, pictorial and abstract representations as well as the enquiry based approach.</p> <p>Units 13 – Exploring halves, quarters and arrays Unit 14 – Making turns</p>
	<p><b>Who am I?</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>▪ To identify, name, draw and label the basic parts of the human body.</li> <li>▪ To say which part of the body is associated with each sense.</li> </ul>	<p><b>Celebrations.</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>▪ To distinguish between an object and the material from which it is made.</li> <li>▪ To identify and name a variety of everyday materials, including wood, plastic, glass,</li> </ul>	<p><b>Seasonal changes</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>▪ To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>▪ To describe and compare the structure of a variety of</li> </ul>	<p><b>Polar adventures</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>▪ To identify and name a variety of common vertebrates and invertebrates.</li> <li>▪ To identify and name a variety of common animals that are carnivores, herbivores</li> </ul>	<p><b>Treasure Island</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>▪ To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li> <li>▪ To describe and</li> </ul>	<p><b>On holiday</b></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>▪ To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>▪ To identify and describe the basic</li> </ul>

<p style="text-align: center;"><b>Science</b></p>	<ul style="list-style-type: none"> <li>▪ To observe things closely using simple equipment.</li> <li>▪ To identify and sort different things.</li> <li>▪ To collect and record data to help answer questions.</li> <li>▪ Learn parts of the body and the bones of the human body, parts of the eye, ear and layers of skin.</li> <li>▪ Will smell and taste different foods and recognize their taste as sweet, sour, bitter, salty and umami.</li> </ul>	<p style="text-align: center;">metal, water, and rock.</p> <ul style="list-style-type: none"> <li>▪ To describe the simple physical properties of a variety of everyday materials.</li> <li>▪ To identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers.</li> <li>▪ To observe and describe weather associated with this season and how day length varies.</li> <li>▪ To observe things using simple equipment.</li> <li>▪ To identify and classify.</li> <li>▪ To perform simple tests.</li> <li>▪ To use observations and ideas to suggest answers to questions.</li> <li>▪ To gather and record data to help in answering questions</li> </ul>	<p style="text-align: center;">common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <ul style="list-style-type: none"> <li>▪ To describe the properties of everyday materials that are transparent, translucent, opaque, waterproof, flexible.</li> <li>▪ To observe and describe weather associated with this season and how day length varies.</li> <li>▪ To ask questions and recognise that they can be answered in different ways.</li> <li>▪ To observe closely using simple equipment.</li> <li>▪ To perform simple tests.</li> <li>▪ To use their observations and ideas to suggest answers to questions.</li> <li>▪ To collect and record data to help answer questions.</li> </ul>	<p style="text-align: center;">and omnivores.</p> <ul style="list-style-type: none"> <li>▪ To describe and compare the structure of a variety of common vertebrates and invertebrates.</li> <li>▪ To observe and describe weather associated with this season and how day length varies.</li> <li>▪ To ask simple questions and recognise that they can be answered in different ways.</li> <li>▪ To observe closely, using simple equipment.</li> <li>▪ To perform simple tests.</li> <li>▪ To identify and classify.</li> <li>▪ To use their observations and ideas to suggest answers to questions.</li> <li>▪ To gather and record data to help in answering questions.</li> </ul>	<p style="text-align: center;">compare the structure of a fish with humans and some other animals.</p> <ul style="list-style-type: none"> <li>▪ To observe and describe weather associated with this season and how day length varies.</li> <li>▪ To observe/discuss changes across the four seasons</li> <li>▪ To ask simple questions and recognise that they can be answered in different ways.</li> <li>▪ To observe closely, using simple equipment.</li> <li>▪ To perform simple tests.</li> <li>▪ To identify and classify.</li> <li>▪ To use observations and ideas to suggest answers to questions.</li> <li>▪ To gather and record data to help in answering questions.</li> </ul>	<p style="text-align: center;">structure of a variety of common flowering plants, including trees.</p> <ul style="list-style-type: none"> <li>▪ To observe and describe weather associated with this season and how day length varies.</li> <li>▪ To ask simple questions and recognise that they can be answered in different ways.</li> <li>▪ To observe closely, using simple equipment.</li> <li>▪ To perform simple tests.</li> <li>▪ To identify and classify.</li> <li>▪ To use their observations and ideas to suggest answers to questions.</li> <li>▪ To gather and record data to help in answering questions.</li> </ul>
<p style="text-align: center;"><b>Cross Curricular Links</b></p>	<p>English, Science, Art, Maths</p>	<p>English, Reading, Maths</p>	<p>English, Reading, Maths</p>	<p>Science, Music, English, Maths.</p>	<p>Science, Geography, English, Computing, Art and DT</p>	<p>PE, Music</p>
<p style="text-align: center;"><b>Topic; History/Geography</b></p>	<p style="text-align: center;"><b>Dinosaur Planet – History</b></p> <p>Children will :</p> <ul style="list-style-type: none"> <li>▪ recognize different types of dinosaurs and sort them based on their characteristics (herbivores-carnivores).</li> <li>▪ label different parts of dinosaurs' body and explain why they have specific characteristics.</li> <li>▪ name periods of the past during which dinosaurs lived as well as when they got extinct, comparing it with when people evolved.</li> <li>▪ understand the importance of significant historical figures – Mary Anning.</li> <li>▪ explore and decode fossils and understand what they can show about the past ; will learn about events beyond living memory that are significant nationally or globally.</li> <li>▪ name and locate the world's seven continents and five oceans.</li> </ul>		<p style="text-align: center;"><b>Splendid skies</b></p> <p>Children will :</p> <ul style="list-style-type: none"> <li>▪ observe and describe weather associated with the seasons and how day length varies.</li> <li>▪ explore the changing seasons throughout the year</li> <li>▪ observe the clouds and understand why they exist and how they are created</li> <li>▪ talk about significant individuals : Sir Francis Beaufort</li> <li>▪ identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>▪ compare the climate of UK to that of other countries (i.e. Spain)</li> </ul>		<p style="text-align: center;"><b>Bright light, big city – Geography</b></p> <p>Children will :</p> <ul style="list-style-type: none"> <li>▪ study the UK : identify the countries that make up the United Kingdom, look on a map to see how they are connected.</li> <li>▪ find and locate each country and name the seas that surround the UK.</li> <li>▪ research each country's flag and recognise that the Union Jack is a combination of the English, Scottish and Northern Irish flags.</li> <li>▪ name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>▪ locate Buckingham palace; use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map;</li> </ul>	

<b>Cross Curricular Links</b>	English, phonics, reading, Art and computing.		English, phonics, reading, Art and computing.		English, phonics, reading, Art and computing.	
<b>British Values/SMSC links</b>	Moral Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.		Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.		Social Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.	
<b>Art/DT</b>	<p>Children will :</p> <ul style="list-style-type: none"> <li>create a very large-scale model dinosaur using a range of found and recycled materials such as tyres, barrels, pipes, boxes and crates.</li> <li>will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>create their own Sockasaurus rex! ; Select from and use a wide range of materials and components including textiles according to their characteristics.</li> <li>use a range of materials creatively to design and make products; will make dinosaur eggs by covering balloons with Modroc.</li> <li>make portraits of themselves in different ages</li> </ul>		<p>Children will :</p> <ul style="list-style-type: none"> <li>look at and talk about paintings showing different types of weather; will use drawing, painting and sculpture to share their ideas, experiences and imagination.</li> <li>learn about the work of a range of artists and make links to own work ; look at artist Berndnaut Smilde's moving cloud installations.</li> <li>make 'season trees'. Decorate a tree for each season with beads, ribbons, painted blossoms, frost, fruits and leaves. Experiment with different materials and talk about their intentions as they work.</li> <li>use lines of difference thickness as well as patrn, colours, textures and shadows to make clouds .</li> <li><b>DT:</b> Bag designers. Pupils will design their own bag using sewing and knitting equipment</li> </ul>		<p>Children will :</p> <ul style="list-style-type: none"> <li>be creative making their own maps of the UK using paints and pencils</li> <li>explore techniques of showing light in different perspectives</li> <li>use shading to develop tone and effect.</li> <li><b>DT:</b> Drink designers and healthy Eating – bring on breakfast; pupils will develop their knowledge of basic healthy eating messages. Pupils will carry out research to help them design a dish. Pupils will develop the skills to safely use a range of basic cooking equipment (e.g. <i>knife, chopping board, spoon, fork, bowl</i>). Pupils will design, make and evaluate their dish</li> </ul>	
<b>Computing</b>	Visiting teacher	NA	Visiting teacher	NA	Visiting teacher	NA
<b>Music</b>	NA	Visiting teacher	NA	Visiting teacher	NA	Visiting teacher
<b>PE</b>	<p><b>Personal skills</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Unit 1: Pirate Pranks- Static balance (FUNS1-One leg standing)</li> <li>Unit 2: Monkey Business-Static balance (FUNS 2-seated)</li> </ul>	<p><b>Social Skills</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Unit 3: Caspar the very clever cat – Static Balance (FUNS 3- floor work)</li> <li>Unit 4: Thembi walks the Tightrope – Static Balance (FUNS 4- small base)</li> </ul>	<p><b>Cognitive Skills</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Unit 5: Tilly the Train's Big Day – Dynamic Balance (FUNS 5)</li> <li>Unit 6: Journey to the Blue Planet- Dynamic balance to agility (FUNS 6)</li> </ul>	<p><b>Creative Skills</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Unit 7: Wendy's water-ski challenge – Counter balance in pairs (FUNS 7)</li> <li>Unit 8: John and Jasmine learn to juggle – Coordination with equipment (FUNS8)</li> </ul>	<p><b>Applying Physical Skills</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Unit 9: Clowning around – Coordination: ball skills (FUNS 9)</li> <li>Unit 10: The birthday Bike surprise- Coordination (FUNS 10 – floor movement patterns)</li> </ul>	<p><b>Health and Fitness</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>Unit 11: Sammy Squirrel and his Rolling Nuts- Agility (FUNS 11- chasing)</li> <li>Unit 12 : Ring to the Rescue – Reaction/ Response (FUNS 12).</li> </ul>

<p style="text-align: center;"><b>RE</b></p>	<p style="text-align: center;"><b>Hinduism- Diwali</b></p> <ul style="list-style-type: none"> <li>▪ What is a mandir and what you are required to do in order to enter.</li> <li>▪ What does Diwali mean and show for Hindus?</li> <li>▪ Cleaning and new beginning</li> <li>▪ The story of Rama and Sita; good versus evil.</li> <li>▪ Traditions of Diwali.</li> </ul>	<p style="text-align: center;"><b>Christianity- Harvest</b></p> <ul style="list-style-type: none"> <li>▪ Songs of thanks and praise</li> <li>▪ The power of giving thanks for what you have.</li> </ul>	<p style="text-align: center;"><b>Judaism- Purim</b></p> <ul style="list-style-type: none"> <li>▪ The story of Esther</li> <li>▪ Rules of Mishloach Manot</li> <li>▪ Jewish gifts</li> <li>▪ Special clothes at special times</li> <li>▪ What is a celebration</li> </ul>	<p style="text-align: center;"><b>Sikhism – Naam Karan</b></p> <ul style="list-style-type: none"> <li>▪ Baby naming: what is Naam Karan and what is the process happening there.</li> <li>▪ The Guru Granth Sahib</li> <li>▪ Are all families the same?</li> <li>▪ How is a Sikh baby welcomed in the Gurdwara?</li> <li>▪ How do people of other faiths and traditions welcome babies?</li> </ul>	<p style="text-align: center;"><b>Islam- Milad un Nabi</b></p> <ul style="list-style-type: none"> <li>▪ The birth of Muhammad.</li> <li>▪ Al-Amin: the story of Muhammad and Khadijah</li> <li>▪ Why is it important to respect other people's beliefs.</li> </ul>	<p style="text-align: center;"><b>Buddhism- Esala Perahera</b></p> <ul style="list-style-type: none"> <li>▪ Who was Buddha?</li> <li>▪ Temple of Tooth in Sri Lanka</li> <li>▪ Sacred places</li> </ul>
<p style="text-align: center;"><b>PSHE</b></p>	<p style="text-align: center;"><b>Health and hygiene</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>▪ Talk about cleanliness and personal hygiene, healthy eating and how they can look after themselves in order to stay clean.</li> <li>▪ Explore changes in their body as they get older.</li> <li>▪ Learn about their oral hygiene.</li> </ul>	<p style="text-align: center;"><b>Who am I?</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>▪ Learn what identity means.</li> <li>▪ Talk about their likes and dislikes.</li> <li>▪ Talk about expressing and managing their feelings.</li> <li>▪ Understand the importance of their name and what it is in a name.</li> </ul>	<p style="text-align: center;"><b>Feelings and relationships</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>▪ Talk about a range of feelings (anger, fear, frustration, happiness and sadness).</li> <li>▪ Discuss techniques and strategies they can manage their feelings.</li> </ul>	<p style="text-align: center;"><b>Choices</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>▪ Talk about making good choices and avoiding bad ones.</li> <li>▪ Discuss about dilemmas and choosing a friend.</li> <li>▪ Learn to manage money and look at job choices.</li> </ul>	<p style="text-align: center;"><b>Rights, respect and responsibilities</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>▪ Learn what are their rights and their responsibilities.</li> <li>▪ Talk about the responsibility of looking after a pet.</li> <li>▪ Discuss the importance of respect in all aspects of life.</li> </ul>	<p style="text-align: center;"><b>Right and wrong</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>▪ Make judgments of what is right and wrong.</li> <li>▪ Talk about trustfulness, lying and bullying, selfishness, teasing, jealousy and stealing.</li> </ul>
<p style="text-align: center;"><b>Cross Curricular Links</b></p>						
<p style="text-align: center;"><b>British Values/SMSC links</b></p>	<p>Moral Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>	<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>Social Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p>	<p>Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p>
<p style="text-align: center;"><b>Special Visitors &amp; Trips</b></p>						<p>Possible end of year trip.</p>

Useful Websites	<a href="https://mathsnoproblem.com/en/parent-videos/">https://mathsnoproblem.com/en/parent-videos/</a> <a href="https://www.youtube.com/user/MathsNoProblem">https://www.youtube.com/user/MathsNoProblem</a> <a href="http://www.mathsnoproblem.co.uk/">http://www.mathsnoproblem.co.uk/</a> <a href="http://www.letters-and-sounds.com/">http://www.letters-and-sounds.com/</a> <a href="http://www.phonicsplay.co.uk/">http://www.phonicsplay.co.uk/</a> <a href="http://www.ictgames.com/resources.html">http://www.ictgames.com/resources.html</a> <a href="http://www.ictgames.com/literacy.html">http://www.ictgames.com/literacy.html</a> <a href="http://www.ictgames.com/topic/index.html">http://www.ictgames.com/topic/index.html</a> <a href="http://www.bbc.co.uk/iplayer/cbeebies/group/b07tzqh9">http://www.bbc.co.uk/iplayer/cbeebies/group/b07tzqh9</a> <a href="http://www.bbc.co.uk/cbeebies/shows/alphablocks">http://www.bbc.co.uk/cbeebies/shows/alphablocks</a>		
Useful Books & Films	DC Comics, Hey Dugee from Cbeebies, Captain adorable from Cbeebies, How to by Maddie Moate (Cbeebies) Anything Lego series. Rod Campbell. Traction Man. The Beano, The Dandy. The pride of Britain Awards.		
Our British Authors	Michael Bond: Classic Adventures of Paddington Bear	AA Milne: Winnie the Pooh; stories and poems	Rodger Hargreaves: Mr Men series Little Miss series
Suitable Authors & Books	Julia Donaldson, Sarah McIntyre, Allan Ahlberg, Eric Carle, Lauren child (Charlie and Lola, Shirley Hughes, Anything Lego Series. Rod Campbell.		