



# Year 1

## Curriculum Overview

2019-2020	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Values</b>	7Cs Laudato Si: Caring for the World- Compassion Conservation-Justice Conservation-Courage	7Cs Forgiveness Kindness	7Cs Humility	7Cs Compassion	7Cs Peace	7Cs Integrity
<b>Religious Education</b>	<b>CREATION</b> - retell the story. Talk about their own experiences and feelings. <b>REVELATION:</b> Recognize /retell parables. Asking & responding to questions.	<b>ISLAM Week</b> Understand that some people have other faiths. <b>Prayers, Saints &amp; Feasts:</b> Learn about people called Saints. <b>Advent</b> Recognize why there is a special time in the Church year.	<b>Christmas:</b> Knowing about Jesus' birth. <b>SACRAMENTS:</b> Retelling some of the symbols used in Baptism. <b>Judaism:</b> Recognize that Jesus was a Jew Talk about their own experiences and feelings.	<b>Lent:</b> Recognize why there is a special time in the Church year. <b>Holy Week:</b> Retell events from Jesus' life. Ask & respond to questions.	<b>Easter (assess):</b> Retell the Easter story. <b>Pentecost:</b> Recognize that Jesus sent the Holy Spirit to guide people. Talk about their own experiences and feelings.	<b>Mission:</b> Reflect on our actions in God's world. <b>Hinduism/ Sikhism Week</b> <b>Prayers, Saints &amp; Feasts</b> Ask & respond to questions.
<b>Personal, Social &amp; Health Education</b>	<b>Laudato Si</b> Understanding rights and responsibilities in the wider world. Caring for the environment World Conservation  <b>Well-being</b> Class Charter 7C's Trick Box	<b>Let's Investigate Humans</b> Making healthy lifestyle choices Keeping safe - Medicines - links to my body and nursing Understanding Growing and changing Sex Education - naming body parts <b>Well-being</b> Healthy Lifestyles Trick Box	<b>Let's Investigate Dinosaurs</b> Caring for Environment - Extinction  <b>Well-being</b> Mental Health and ESafety Trick box	<b>Let's Investigate Kinson and Africa</b> Living in the wider world  <b>Well-Being</b> Trick Box Prayer Space	<b>Let's Investigate Plants</b> Understanding growing and changing  <b>Well-Being</b> Trick Box	Developing healthy relationships feelings and emotions  <b>Well-Being</b> Trick Box Anti bullying Week
<b>Class Texts</b>	Whadayamean? Someone Swallowed Stanley Litterbug Doug The Magpie Instructions	The Gingerbread Man Non-Fiction books about our body. Instructions to make Gingerbread man.	Dinosaur Information Books Dinosaur video Harry and the Dinosaurs	Walking Through the Jungle - Rhyme We're going on a bear hunt We're going on a lion hunt	Eric Carle - The Tiny Seed	Non-Chronological Report - The History of Kinson
<b>Phonics</b>	Revise Phase 3 and 4 Tricky Words -  Introduce Phase 5	Phase 5	Phase 5	Phase 5	First 100	First 100
<b>English skills: Reading, comprehension tasks, spelling, handwriting, weekly writing (plan, draft, evaluate, edit,</b>	<b>Writing</b> Retelling stories Following and writing instructions to make a kite <b>GPS</b> - Using CLFS and finger spaces Sequencing sentences to form narratives. <b>PHONICS:</b> Revise phase 3& 4	<b>Writing</b> Learning and retelling traditional tales: Texts: The Gingerbread Man Fact Files about Body Describe a human Reading Following and writing instructions to make a Gingerbread man	<b>Writing</b> Hook recount Dinosaur information text Dinosaur Description Dinosaur video story - The Egg <b>GPS</b> - using CLFS finger spaces question marks exclamation marks 'and' <b>Guided Reading</b> using retrieval	<b>Writing</b> Walking Through the Jungle - Rhyme We're going on a bear hunt We're going on a lion hunt Description of Lion Recount of Virtual reality <b>GPS</b> - using CLFS finger spaces question marks exclamation	<b>Writing</b> Eric Carle - The Tiny Seed Drawing and labelling plants Instructions to plant a seed <b>GPS</b> - using CLFS finger spaces question marks exclamation marks 'and' <b>PHONICS:</b> Phase 5 <b>Guided Reading:</b> using retrieval	<b>Writing</b> History of Kinson - Isaac Gulliver - Non Chronological report  <b>GPS</b> - using CLFS finger spaces question marks exclamation marks 'and' <b>PHONICS:</b> Phase 5



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<p><b>improve), grammar &amp; punctuation</b></p>	<p>Start Phase 5  <b>Guided Reading:</b> using phonic knowledge to read words, retrieval skills  <b>Handwriting Dough Disco</b> and letter formation linked to phonics</p>	<p><b>GPS</b> - Using CLFS and finger spaces  <b>PHONICS:</b> Phase 5  <b>Guided Reading:</b> using retrieval skills expression and inference  <b>Handwriting Dough Disco</b> and letter formation linked to phonics</p>	<p>skills expression and inference  <b>PHONICS:</b> Phase 5  <b>Guided Reading:</b> using retrieval skills expression and inference  <b>Handwriting Dough Disco</b> and letter formation linked to phonics</p>	<p>marks 'and'  <b>PHONICS:</b> Phase 5  <b>Guided Reading:</b> using retrieval skills expression and inference  <b>Handwriting Dough Disco</b> and letter formation linked to phonics</p>	<p>skills expression and inference  <b>Handwriting Dough Disco</b> and letter formation linked to phonics</p>	<p><b>Guided Reading:</b> using retrieval skills expression and inference  <b>Handwriting Dough Disco</b> and letter formation linked to phonics</p>
<p><b>Maths</b></p>	<p>Sorting, counting, writing, comparing and ordering numbers.          (within 10)          1 more/1 less          Use number bonds + and - within 10          Read, write and interpret addition (+), subtraction (-) and equals (=) signs.          Solve one step problems involving + and - using concrete</p>	<p>Recognise and name common 2-D and 3-D shapes          Count to twenty, forwards and backwards, beginning with 0 or 1 to 20 in numerals and words.          1 more/1less (within 20)</p>	<p>Represent and use number bonds and subtraction facts within 20.          Read, write and interpret mathematical statements involving +, - and = signs.          Add and subtract one-digit and two-digit numbers to 20, including 0.          Solve one step problems that involve addition and subtraction.          Count to 50 forwards and backwards, from any number including 0. Count, read and write numbers to 50 in numerals          Count in multiples of 2, 5 and 10.</p>	<p>Count in 2's, 5's and 10's. Representations and arrays.          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.          Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>Length and Height: 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. Compare, describe and solve practical problems for mass/weight:</p>	<p>Count, read and write numbers to 100 in numerals.          1 more/1 less (within 100)          Recognise and know the value of different denominations of coins and notes.          Sequence events in chronological order using language.          Recognise and use language relating to time. to dates,</p>
<p><b>Science</b></p>	<p><b>Let's Investigate Materials Everyday Materials</b>          Distinguish between an object and the material from which it is made  <b>Working Scientifically Everyday Materials</b>          Asking questions and recognize that they can be answered in different ways.          Observe closely using simple equipment          Use their observations to suggest answers to questions.          Identifying and classifying.</p>	<p><b>Let's Investigate Humans. Humans</b>          My body          Identify name and draw and label the basic parts of the human body and say which part of the body is associated with each sense.  <b>Working Scientifically Gingerbread biscuits</b>          Asking questions and recognising that they can be answered in different ways.          Observing closely using simple equipment          Using their observations to suggest answers to questions.          Observing changes in state</p>	<p><b>Let's Investigate Dinosaurs Animals</b>          Identify and name a variety of common animals including, fish, amphibians, reptiles, birds, mammals carnivores, herbivores and omnivores  <b>Working Scientifically Observing Fossils</b>          Asking questions and recognize that they can be answered in different ways.          Observe closely using simple equipment          Use their observations to suggest answers to questions.</p>	<p><b>Let's Investigate Africa Animals</b>          Identifying and naming a variety of common animals including, fish, amphibians, reptiles, birds, mammals carnivores, herbivores and omnivores          Lion King</p>	<p><b>Let's Investigate Plants</b>          Identify and naming a variety of common wild and garden plants          Identify, naming and saying which part of the body is associated with each sense.  <b>Working Scientifically Observing Plants</b>          Ask questions and recognize that they can be answered in different ways.          Observe closely using simple equipment          Use their observations to suggest answers to questions.          Gather and record data - plant growth.  <b>The Tiny Seed - Seasonal changes</b> -observe changes across the four seasons</p>	



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<b>History</b>		<b>Let's Investigate Humans</b> <b>How we have grown</b> <b>Body toddler now - timeline</b> To understand changes within living memory <b>Caring for our bodies link to PE</b> <b>Looking after our bodies today/past Nursing today and in the past</b> <b>Florence Nightingale</b> Identify similarities and differences between ways of life at different times Recognise the difference between past and present in their own and others lives .	<b>Let's Investigate Dinosaurs</b> Dinosaur Time line Events beyond living memory		<b>Let's Investigate Plants</b> <b>Plant Growth Timeline</b> To understand changes within living memory	<b>Let's Investigate Isaac Gulliver</b> Use words and phrases relating to the passing of time. Learn about significant historical events, people and places in their own locality. Find answers to simple questions about the past from sources of information e.g. artefacts. Timeline of History - Dinosaurs - Florence Nightingale - Isaac Gulliver - Self born - Today
<b>Geography</b>	<b>Weather watch - climate change</b> Identify seasonal and daily weather patterns in the UK Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use world maps, atlases and globes to identify countries, continents and oceans	<b>Winter Weather - Keeping our bodies warm</b> Identify seasonal and daily weather patterns in the UK <b>St Andrews Day - Scotland</b> Use world maps atlases and globes to identify the United Kingdom and its countries	<b>Weather Watch</b> Identify seasonal and daily weather patterns in the UK	<b>Weather Watch</b> <b>Let's Investigate Kinson and Africa</b> Use basic geographical vocabulary to refer to: key physical features and key human features. Name and locate the 7 continents of the world. Use world maps, atlases and globes to identify countries, continents Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.	<b>Weather Watch</b> Identify seasonal and daily weather patterns in the UK  <b>Beebots</b> - Use simple compass directions (north, south east and west) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.	Identify seasonal and daily weather patterns in the UK
<b>Design Technology</b>	<b>Designing outdoor Area</b> <b>Using a plastic bag to make a kite</b> <b>Using construction kits</b> - Planning and communicating ideas verbally. Suggesting how to improve their work likes and dislikes	<b>Gingerbread biscuits.</b> Planning and communicating ideas verbally Using equipment making mixing and preparing food. <b>Christmas Decorations</b>	<b>Dinosaur Model</b> To use a range of materials creatively to design and make products	<b>African Fabric patterns</b> To use a range of materials creatively to design and make products	<b>Designer Flower</b> To use a range of materials creatively to design and make products	<b>Smuggler Museum models</b> To use a range of materials creatively to design and make products
<b>Art and Design</b>	<b>Outdoor rubbings of different materials</b> <b>Texture art</b> Using texture by making rubbings of different materials.	<b>My body model</b> Can build a construction/sculpture from a variety of objects.  Can describe what they think	<b>Dinosaur Model</b> <b>Fossil Drawings</b> Can build a construction/sculpture from a variety of objects. Can respond to ideas to create a	<b>African sunset</b> Can mix primary colours To develop a wide range of art and design techniques in using colour pattern texture line shape form and space	<b>Eric Carle Seed Collage</b> Can mix primary colours Can impress and apply simple decoration. Can use glue and paste carefully. Can cut out shapes using scissors.	<b>Smuggler Maps</b> Can describe what they think and feel about their own work.



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	<p>Creating patterns texture and sculptures by recycling plastic tools Can use texture when drawing (eg. brick rubbings). Can take a rubbing showing a range of textures and patterns. =</p>	<p>and feel about their own work.  To use sculpture to develop and share their ideas experiences and imagination</p>	<p>composition, image or artefact. Can work from observation. Can describe what they think and feel about their own work. To use sculpture to develop and share their ideas experiences and imagination</p>		<p>Can create texture using colour and different thicknesses of paint. Can work from observation. Learn about the work of a range of artists making links to own work. (Eric Carle - Illustration technique for collage)</p>	
<b>Computing E-safety</b>			<p>Safer Internet Day - Children will learn how to use technology safely and respectfully, keep personal information private and identify where to go for help and support when they have concerns</p>	<p>Use VR headsets - children will recognise common uses of information technology beyond school</p>	<p>Program BeeBot - Children will create and debug simple programs</p>	
<b>Music</b>	<p>Children will identify different sounds and changes to sounds and use sounds expressively in response to a stimulus</p>	<p>Children will rehearse and perform music for a nativity performance. They will also improve their General Musicianship skills including listening to a variety of music and improving Aural Skills.</p>	<p>Children will discriminate between longer and shorter sounds and use them to create sequences of sound and the beginning of Rhythm.</p>	<p>Children will learn to recognise the difference between Pulse and Rhythm and learn to perform with a sense of Pulse.</p>	<p>Children will use their previous learning to compose and perform music as well as continuing to sing a variety of songs and listening to a variety of music. They will also improve their General Musicianship skills.</p>	<p>Children will use their previous learning to compose and perform music as well as continuing to sing a variety of songs and listening to a variety of music. They will also improve their General Musicianship skills.</p>
<b>Physical Education</b>	<p>Describing how my body feels before and after activity Throwing in different ways Following the rules of a game. (Indoor athletics and invasion games)</p>	<p>Showing how to exercise safely. Describing what others have done. Making my body tense relaxed curled and stretched. Climbing safely (Gymnastics and Invasion Games)</p>	<p>Moving and controlling with care. Hitting a ball with a bat. Throwing in different ways. Following rules of a game. (Net and wall games)</p>	<p>Copying and remembering actions. Planning making up and sequencing my own moves. Describing what others have done. (Dance)</p>	<p>Moving and controlling with care. Following the rules of a game. (Athletics Striking and fielding games)</p>	<p>Moving and controlling with care. Following the rules of a game. Hitting a ball with a bat.</p>
<b>Additional Enrichment</b>	Laudato Si				D day Anniversary	

The themes/topics shown may change according to the children's needs and interests. Please read the class newsletters with the attached guide to your child's learning each half term.