



Curriculum Overview

Year: 1

|             |  |
|-------------|--|
| English     | <p><b><u>Autumn</u></b><br/>Labels, lists and captions: Using phonics to spell, forming letters correctly.<br/>Stories with predictable phrasing: Composing sentences orally, using and continuing repeating patterns and using story language.<br/>Poetry: Expanding vocabulary.</p> <p><b><u>Spring</u></b><br/>Instructions: Sequencing sentences using time words and simple features e.g. numbers<br/>Stories with familiar Settings: Writing own version of familiar story and begin to punctuate sentences using capital letters and full stops.<br/>Poetry: Expanding Vocabulary</p> <p><b><u>Summer</u></b><br/>Traditional Tales: Editing own work, joining clauses with 'and', writing stories with beginning, middle and end.<br/>Reports and Explanations: Using time words to aid sequencing and writing simple non-fiction text types linked to topic.</p>  |
| Mathematics | <p><b><u>Autumn</u></b><br/>Counting to 100 and beyond in 1s and 10s.<br/>Estimating a number of objects.<br/>Place value within teens numbers.<br/>Adding on a number line.<br/>Comparing lengths and heights.<br/>Learning the days of the week, months and seasons of the year.<br/>Naming and describing features of common 2D shapes.<br/>Recognising coins of different values.</p> <p><b><u>Spring</u></b><br/>Counting to and across 100 forwards and backwards.<br/>Reading and writing numbers to 20 in numerals and words.<br/>Reading, writing and interpreting mathematical statements.<br/>Involving addition, subtraction and the equals sign<br/>Using number bonds to 10 and 20 and related subtraction facts.<br/>Ordering numbers up to 100.<br/>Saying 1 more/less than a given number.<br/>Adding and subtracting 1-digit and 2-digit numbers to 20.<br/>Solving one step problems that involve addition, subtraction, multiplication and division.<br/>Find a half and quarter of objects, shape and quantity.</p> |

|         |  |
|---------|--|
|         | <p>Telling the time to the hour and draw hands on the clock.<br/>Using directional language including; whole, half and quarter turns to the left and right.<br/>Learning the names of common 3D shapes.<br/>Counting in multiples of 2, 5 and 10.</p> <p><b><u>Summer</u></b><br/>Ordering 2-digit numbers.<br/>Finding 10 more/less.<br/>Naming, describing and sorting common 3D shapes.<br/>Adding/subtracting a multiple of 10 to a 2-digit number.<br/>Finding totals of money to 20p.<br/>Finding change by 'finding the difference' and counting on.<br/>Adding a 1-digit number to a 2-digit number using patterns.<br/>Learning days of the week and months of the year.<br/>Doubling and halving numbers to 20.<br/>Drawing, reading and understanding block graphs and pictograms.<br/>Reading the time to the hour and half hour on analogue clocks.<br/>Counting in 2s, 5s and 10s.<br/>Solving one step problems involving repeated addition and sharing.<br/>Recognising and finding a half and quarter of an object, shape and small quantity.</p> |
| Science | <p><b><u>Autumn</u></b><br/>Plants and Animals: Identifying common plants, naming the parts of plants, naming a variety of animals and their structure, identifying carnivores, herbivores and omnivores.<br/>Seasons: observing changes across the four seasons.<br/>Materials: distinguishing between an object and the material from which it is made.</p> <p><b><u>Spring</u></b><br/>Plants and animals: Drawing and labelling the human body and exploring senses.<br/>Materials: naming a variety of common materials and describing their properties.</p> <p><b><u>Summer</u></b><br/>Plants and animals: drawing the parts of plants including trees.<br/>Materials: comparing and grouping everyday materials.<br/>Seasons: observing day length and weather with seasonal change.</p> <p><b><u>All terms</u></b><br/>Working scientifically: observing, using simple equipment, performing simple tests, identifying and classifying, gathering and recording data.</p>   |

|                     |   |
|---------------------|---|
| Computing           | <p><b><u>Autumn</u></b><br/>Finding images and creating an electronic card: using technology purposefully to create and recognising how to use information technology beyond school.</p> <p><b><u>Spring</u></b><br/>Filming and illustrating an e-book: using technology purposefully to create and recognising hoe to use information technology beyond school.</p> <p><b><u>Summer</u></b><br/>Creating a talking book and programmable toys: using precise instructions, debugging and predicting the behaviour of simple programmes.</p> <p><b><u>All terms</u></b><br/>Using technology safely and respectfully, keeping personal information private and knowing where to go for help and support.</p> |
| Religious Education | <p><b><u>Autumn</u></b><br/>Thanking God for nature: showing thankfulness for the natural world.<br/>Why Does Christmas Matter to Christians? Giving a simple account of the Christmas story.</p> <p><b><u>Spring</u></b><br/>Belonging: to learn through own experiences what it means to belong to a group and reflect on how this is similar to faith communities.<br/>Why does Easter matter? Giving a simple account of the Easter story.</p> <p><b><u>Summer</u></b><br/>Who made the world? Recognising that the Creation story is the beginning of the “Big Story” of the Bible.<br/>Judaism: learning about other religions.</p>   |
| Art                 | <p>Art from different cultures: developing the use of colour, pattern, texture, line, shape, form and space. Using a range of materials creatively to make products.</p> <p>Famous artists: using drawing from artists and making links to their own work.</p> <p>Drawing and clay work: developing and sharing ideas, experiences and imagination. Using a range of materials to design and make products.</p> <p>Observational drawing and 3D work.</p>   |
| Design &Technology  | <p>Moving pictures, origami and collage: using a range of tools and equipment to perform practical tasks. Selecting and using a wide range of materials and components.<br/>Exploring and using mechanisms e.g. movers and sliders.</p>   |

|                    |  |
|--------------------|--|
|                    | <p>Shoe box designs and food technology: designing purposeful, functional and appealing products. Generating, modelling and developing their ideas. Building structures, making them strong and stable.<br/>Using ingredients.<br/>Evaluating a finished product.</p> <p>Clay work, pop up books and puppets.</p>    |
| Geography          | <p>Using maps, globes and atlases.<br/>Naming seven continents and five main oceans of the world.<br/>Using simple compass directions and directional language.<br/>Developing mapping skills using aerial photographs.<br/>Comparing human and physical features in different countries.<br/>Flags of the world</p> |
| History            | <p>To know about significant individuals from the past who have contributed to international achievements (e.g. Sir Edmund Hillary, the Wright brothers and Samuel Pepys).</p> <p>To compare and contrast life at different times (e.g. Tudor and Victorians; home and school).</p>                                  |
| Music              | <p>Using voices expressively and creatively by singing songs and rhymes.<br/>Playing tuned and untuned instruments musically.<br/>Listening with concentration to a range of recorded music.<br/>Experimenting with creating, selecting and combining sounds.</p>  |
| Physical Education | <p>Dance<br/>Games<br/>Gym</p>   |
| PSHE               | <p>New beginnings: hope and dreams<br/>Getting on and falling out: managing friendships<br/>Going for goals: achieving<br/>Good to be me: valuing ourselves<br/>Relationships: managing friendships<br/>Changes: expressing and managing feelings about change</p>   |