

YEAR 1 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Phonics	<p>RWI</p> <p>Oct Half Term – Purple Group</p> <p>-Speedily recognise all set 1 sounds</p> <p>-Read most words including pseudo words with set 1 sounds.</p>	<p>RWI</p> <p>End of December – Pink Group</p> <p>-Recognise Set 2 sounds ay, ee, igh, ow, oo and oo speedily.</p> <p>-Read most words including pseudo words with these sounds.</p>	<p>RWI</p> <p>End of Feb half term – Orange Group</p> <p>- Recognise Set 2 sounds ar, or, air, ir, ou and oy speedily.</p> <p>- Read most words including pseudo words with these sounds.</p>	<p>RWI</p> <p>Easter and May half term – Yellow Group</p> <p>-Read most words including pseudo words with all Set 2 sounds.</p>	<p>RWI</p> <p>Easter and May half term – Yellow Group</p> <p>-Read most words including pseudo words with all Set 2 sounds.</p>	<p>RWI</p> <p>End of Summer term – Blue Group</p> <p>-Recognise Set 3 Sounds a-e, ea, i-e, o-e, u-e, oi speedily.</p> <p>-Read most words including Pseudo words with these sounds in.</p> <p>-Read 60-70+ wpm.</p> <p>-Attempts to read with intonation to show comprehension.</p>
English	<p>Benji Davies, <i>On a Sudden Hill</i></p> <p>Janet and Allan Ahlberg, <i>Funny Bones</i></p> <p>Michael Rosen, <i>We're Going on a Bear Hunt</i></p> <p>David Axtell, <i>We're Going on a Lion Hunt</i></p>	<p>Taditional tale-<i>Jack and the Beanstalk</i></p> <p>"Autumn leaves" (poem)</p> <p>Bell Chanda and Carol V. Aebersold, <i>The Elf on the Shelf</i></p>	<p>Alexis Deacon, <i>Beegu</i></p> <p>Allan Ahlberg, <i>The Jolly Postman</i></p> <p>Emily Gravett, <i>The Wolf Won't Bite</i></p> <p>Non-fiction books on animals</p>	<p>Kate Messner, <i>How to Write a Story</i></p> <p>Brian P. Cleary, <i>Bow-Tie Pasta: Acrostic Poems</i></p> <p>Simon Bartram, <i>Man on the Moon</i></p>	<p>Julia Donaldson, <i>Room on the Broom</i></p> <p>Julia Donaldson, <i>Zog</i></p> <p>Calligrams (shape poems)</p> <p>Michael Bond, <i>Paddington Bear</i></p>	<p>Simon James, <i>Dear Greenpeace</i></p> <p>Joe Todd Stanton, <i>The Secret of Black Rock</i></p> <p>Margery William, <i>The Velveteen Rabbit</i></p>
Grammar	<p>Combining words to form sentences.</p> <p>Separate words in a sentence</p>	<p>Use capital letters for names and the personal pronoun I.</p>	<p>Punctuate sentences using capital letters, full stops, exclamation marks and question marks.</p>	<p>Identify nouns, verbs and adjectives.</p>	<p>Use and understand the prefix 'un' with verbs and adjectives (e.g. untie, unhappy).</p>	<p>Use the suffixes –s and –es for regular plurals nouns.</p> <p>Use the suffixes –ing, -er and –ed for verbs (without</p>

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						changing the root word e.g. help).
Mathematics (White Rose)	<p>Number: Place Value within 10</p> <p>Count to ten, 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 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.</p> <p>Represent and use number bonds and related subtraction facts within 10.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p>	<p>Number: Addition and Subtraction within 10</p> <p>Geometry: Shape</p> <p>Add and subtract one digit numbers to 10, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p>	<p>Number: Addition and Subtraction within 20. Place Value within 50 (inc. multiples of 2, 5, 10)</p> <p>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 $7 = \square - 9$.</p> <p>Count to 50 forwards and backwards, beginning with 0 or 1, or from any</p>	<p>Number: Place Value within 50 (inc. multiples of 2, 5, 10)</p> <p>Measurement: Length, Height, Weight and Volume.</p> <p>Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more</p>	<p>Number: Multiplication and Division (inc. reinforce multiples of 2, 5, 10). Fractions</p> <p>Geometry: Position and Direction</p> <p>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.</p> <p>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. Compare, describe and solve practical problems for:</p>	<p>Number: Place Value within 100</p> <p>Measurement: Money and Time</p> <p>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.</p> <p>Recognise and know the value of different denominations of coins and notes.</p>

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		Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. 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.	number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less.	than, less than, half, half full, quarter]	lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Describe position, direction and movement, including whole, half, quarter and three quarter turns.	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of 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,
Science (CUSP)	<u>Plants</u> Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe how plants grow.		<u>Materials</u> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a		<u>Animals, including Humans</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name a variety of common animals.	

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	<p>Predict how a plant will grow in different conditions.</p> <p><u>Skills</u></p> <p>Observing, classifying, measuring, predict</p>		<p>variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Skills</u></p> <p>Classifying, communicating, inferring</p>		<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p><u>Skills</u></p> <p>Classifying, communicating</p>	
Computing (Kapow)	<p>We are treasure Hunters</p> <p>Using programmable toys.</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. 	<p>We are TV chefs</p> <p>Filming the steps of a recipe.</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Use technology purposefully to create, organise, store, 	<p>We are painters</p> <p>Illustrating an eBook.</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to 	<p>We are collectors</p> <p>Finding images using the web.</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Use technology purposefully to create, organise, store, 	<p>We are story tellers</p> <p>Producing a talking book.</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully. 	<p>We are celebrating</p> <p>Creating a card electronically.</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information

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	<ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs. • Recognise common uses of information technology beyond school. 	<p>manipulate and retrieve digital content.</p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. • Use logical reasoning to predict the behaviour of simple programs. 	<p>go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>manipulate and retrieve digital content.</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • Recognise common uses of information technology beyond school. 		<p>private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
Geography (CUSP)	<p>Study geography of the school</p> <p>Take a journey around the school grounds, describing journey using positional language (near/far, left/right, before/beyond)</p> <p>Create map of journey around school groups</p> <p>Label map of journey with symbols</p> <p>Recognise landmarks on school grounds from aerial photos</p> <p>Describe physical geography of Delapre Abbey and record on a simple map with symbols and a key</p> <p>Fieldwork: Take digital photos</p>		<p>Name and locate the world's seven continents</p> <p>Name and locate the world's five oceans</p> <p>Fieldwork: Describe positions on a map using four compass points</p> <p>Describe daily weather patterns of the UK</p> <p>Describe seasonal weather patterns of the UK</p> <p>Fieldwork: Collect and analyse data on seasonal weather to demonstrate weather patterns</p> <p>Locate hot and cold climate regions of the world relative to the Equator, North Pole and South Pole</p>		<p>Name and locate four countries of the UK on a map</p> <p>Name and locate capital cities for each of four UK countries</p> <p>Fieldwork: Describe positions and directions on a map using four compass points</p> <p>Compare and contrast physical features of UK countries (mountain, forest, weather)</p>	

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	Draw freehand map Mark features on a large scale					
History: Life in the past was different	My School - changes within living memory Examine aerial photos of current school (Geog.) Examine historic photos of the school, compare to current school Compare and contrast life in school from 1952 to now (examine desk in front reception) Name significant events of 1952 (accession of Queen Elizabeth II, rationing still in place, ended in 1954) Methods of historical inquiry: How did we learn about life in 1952?		Toy Story-changes within in living memory Classify by materials (Sci) Compare and contrast manufacture and uses of toys Arrange toys chronologically Ask historically valid questions: How do you know it is old? Who do you think used it? What clues did you use to figure this out? Methods of historical inquiry: ask a grandparent, play with it. Take an historical perspective: How does the type of toy affect your imagination?		Great Fire of London-changes beyond living memory Locate London on a map of the UK (Geog.) Name dates of start and end of Great Fire Sequence events of the Great Fire Identify London landmarks: St Paul's Cathedral, the Monument (D&T) Explain how current street plan of City was set out during the Great Fire Name Sir Christopher Wren as an important architect (D&T) Ask historically valid questions: How do we know what happened, what people were thinking during the Great Fire? Take an historical perspective: Hear description of St. Paul's burning and empathise with people present.	
Art (CUSP)	Print Use repeating and overlapping Use objects including from nature to create prints Press, roll, rub and stamp to make prints.		Textile Be able to cut fabric neatly. Join materials using glue and/or stitch (e.g. a running stitch).		Sculpture Use paper, straws, card and clay as materials Use rolling, cutting, moulding and carving Create texture	

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Design & Technology (CUSP)	<p>Cooking – hygiene and tools, food preparation</p> <p>Design and plan what they are going to make.</p> <p>Describe their plans in words and pictures.</p> <p>Make a Fruit face.</p> <p>Follow a recipe</p> <p>Evaluate their fruit face and make suggestions for improvement.</p>		<p>Hinges/Split pins/ simple slide mechanisms to make a toy.</p> <p>Design and plan what they are going to make.</p> <p>Describe their plans in words and pictures.</p> <p>Make toys and puppets – choosing appropriate tools and materials.</p> <p>Talk about their plans and products and suggest areas of improvement.</p> <p>Comment on the effectiveness of games and toys in everyday use.</p>		<p>Junk Modelling – A home from the Great Fire of London.</p> <p>Design and plan what they are going to make.</p> <p>Describe their plans in words and pictures. Make their design – choosing appropriate tools and materials.</p> <p>Talk about their plans and products and suggest areas of improvement.</p> <p>Comment on the effectiveness of their structure.</p>	
Music (Charanga)	<p>Hey You!</p> <p>Old school hip hop.</p> <p>How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</p>	<p>Rhythm In The Way We Walk/The Banana Rap</p> <p>Reggae</p> <p>How pulse, rhythm and pitch work together. Singing and rapping.</p>	<p>In The Groove</p> <p>Multiple genres.</p> <p>Playing/singing in different styles and learning about those styles.</p>	<p>Round And Round</p> <p>Latin</p>	<p>Your Imagination</p> <p>Create your own lyrics.</p>	<p>Reflect, Rewind and Replay</p> <p>Revision and deciding what to perform. Listen to Western</p> <p>Classical Music. The language of music.</p>
P.S.H.E.	<p>Living in the Wider World</p> <p>How to contribute to the life of the classroom.</p> <p>To help construct and agree to follow, group and class rules.</p>	<p>Being Safe</p> <p>What is a stranger? Stranger danger.</p> <p>How to respond safely to adults they may encounter whom they do not know.</p>	<p>Caring Friendships</p> <p>How to be a good friend?</p> <p>How important friendships are in making us feel happy and secure</p> <p>That characteristics of friendships, including</p>	<p>Physical Health and Fitness</p> <p>How to be active?</p> <p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>Healthy Eating</p>	<p>Health and Prevention</p> <p>How to stay safe in the sun.</p> <p>About safe and unsafe exposure to the sun.</p> <p>How to clean your teeth.</p>	<p>Financial Education</p> <p>The part money plays in people's lives.</p> <p>Money comes from different sources and can be used for different purposes, including the</p>

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	<p>To know that people and other living things have needs and that they have a responsibility to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>British Values and Citizenship To recognise the importance of living together and getting along.</p> <p>To recognise the choices they make and to recognise the difference between right and wrong.</p> <p>To know we all have a voice, to take part in discussions with one other person and the whole class.</p> <p>To know that everyone is special.</p> <p>Mental Wellbeing What emotions are there?</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different</p>	<p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Internet Safety and Harms E-Safety.</p> <p>That for most people the internet is an integral part of life and has many benefits.</p> <p>Online Relationships How to be safe online. (E-Safety)</p> <p>That people sometimes behave differently online, including pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.</p> <p>Families and people who care for me</p> <p>What makes a family?</p> <p>That families are important for children growing up because they</p>	<p>mutual respect, truthfulness, kindness, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>How to recognise who to trust.</p> <p>Respectful Friendships What is respect?</p> <p>The importance of respecting others, even when they are very different from them, or have different preferences or beliefs.</p> <p>The conventions of courtesy and manners.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</p>	<p>What does a healthy plate look like?</p> <p>What constitutes a healthy diet?</p>	<p>About dental health, including regular check-ups at the dentist.</p> <p>Personal hygiene.</p> <p>About personal hygiene and the importance of handwashing.</p>	<p>concept of spending and saving.</p> <p>Online Relationships How to be safe online. (E-Safety)</p> <p>That people sometimes behave differently online, including pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.</p>

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	<p>experiences and situations.</p> <p>Basic First Aid What to do when you are hurt?</p> <p>How to make a clear and efficient call to the emergency services if necessary.</p> <p>Concepts of basic first aid, for example dealing with common injuries.</p>	<p>can give love, security and stability.</p> <p>That others' families, either in school or the wider world, sometimes look different from their family.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe.</p>				
Religious Education	<p>Christianity-Bible stories to teach morals-Garden of Eden-creation myths and resisting temptation</p> <p>Cultural allusions:</p> <p>"Garden of Eden" as a perfect place of live</p> <p>Eating the fruit of knowledge-poison apple like in Snow White</p> <p>"Scales fell from their eyes" as finally seeing the world as it really is.</p>	<p>Christianity-Sequence the Christmas story. Explain how Advent is the time leading to Christmas</p> <p>Cultural allusions:</p> <p>Incarnation-literally "made flesh" can also mean a person being the perfect example of something</p> <p>Advent meaning "the coming"</p>	<p>Humanism-Explain how The Golden Rule helps us act fairly to other people. Explain why healthy relationships are important to us.</p>	<p>Christianity-sequence of the Easter story. Explain how Lent is the 40 days before Easter</p> <p>Cultural allusions:</p> <p>Resurrection-coming back from the dead (the theme of death and re-birth comes up in Y5)</p>	<p>Sikhism- Locate where Sikhism originated (Geog. naming continents)</p> <p>Recall essential elements or belief: respect, equality and forgiveness.</p> <p>Explain the significance of the names Singh and Kaur.</p> <p>Explain how Kesh (keeping of uncut hair) teach a Sikh to accept were are all gifts of that One Creator.</p>	<p>Buddhism-story of life of Buddha. Main teaching is that material world will not make you happy because it is not permanent.</p> <p>Explain role monks in exemplifying Buddhist good life. Explain role of Dalai Lama. Locate Tibet as home of Dalai Lama.</p> <p>Cultural allusions:</p> <p>Being as calm as a monk</p> <p>Cultural experience: meeting a monk</p>

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Physical Education	<p>Gymnastics</p> <p>Identify and use simple gymnastics actions and shapes.</p> <p>Apply basic strength to a range of gymnastics actions.</p> <p>Begin to carry basic apparatus such as mats and benches.</p> <p>To recognise like actions and link.</p> <p>Run, Jump, Throw</p> <p>Pupils will begin to link running and jumping.</p> <p>To learn and refine a range of running which includes varying pathways and speeds.</p> <p>Develop throwing techniques to send objects over long distances.</p>	<p>Gymnastics</p> <p>To perform a variety of basic gymnastics actions showing control</p> <p>To introduce turn, twist, spin, rock and roll and link these into movement patterns</p> <p>To perform longer movement phrases and link with confidence</p> <p>Run, Jump, Throw</p> <p>Increase stamina and core strength needed to undertake athletics activities</p> <p>Take part in a broad range of opportunities to extend strength, balance, agility and coordination</p> <p>Cooperate with others to carry out more complex physical activities</p>	<p>Dance</p> <p>Respond to a range of stimuli and types of music</p> <p>Explore space, direction, levels and speeds</p> <p>Experiment creating actions and performing movements with different body parts</p> <p>Send and Return</p> <p>Able to send an object with increased confidence using hand or bat.</p> <p>Move towards a moving ball to return.</p> <p>Sending and returning a variety of balls.</p>	<p>Dance</p> <p>Able to build simple movement patterns from given actions</p> <p>Compose and link actions to make simple movement phrases</p> <p>Respond appropriately to supporting concepts such as canon and levels</p> <p>Send and Return</p> <p>Develop sending skills with a variety of balls</p> <p>Track, intercept and stop a variety of objects such as balls and beanbags</p> <p>Select and apply skills to beat the opposition</p>	<p>Hit, catch, run</p> <p>Able to hit objects with hand or bat.</p> <p>Track and retrieve a rolling ball.</p> <p>Throw and catch a variety of balls and objects.</p> <p>Attack, defend, shoot</p> <p>To practice basic movements including running, jumping, throwing and catching</p> <p>To begin to engage in competitive activities</p> <p>To experience opportunities to improve agility, balance and coordination</p>	<p>Hit, catch, run</p> <p>Develop sending and receiving skills to benefit fielding as a team.</p> <p>Distinguish between the roles of batters and fielders.</p> <p>Introduce the concept of simple tactics.</p> <p>Attack, defend, shoot</p> <p>To recognise rules and apply them in competitive and cooperative games.</p> <p>Use and apply simple strategies for invasion games.</p> <p>Preparing for, and explaining the reasons why we enjoy exercise.</p>