



YEAR 1 CURRICULUM OVERVIEW

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Marvellous Me – <i>Lisa Bullard</i> To use full stops, capital letters and finger spaces accurately. To say out loud what they are going to write about. To compose a sentence orally before writing it. Aliens Love Underpants – <i>Claire Freedman and Ben Cort</i> To use adjectives to describe an alien. To join words and joining clause using 'and'.	Fairy Tales Cinderella Big Bad Wolf To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far. To become very familiar with fairy tales, retelling them and considering their particular characteristics. Jolly Christmas Postman – <i>Janet and Allan Ahlberg</i> To use adjectives to describe the new disguise of the wolf. Looking at letters.	Dear Green Peace – <i>Simon James</i> To make predictions about a text. To infer characters thoughts and feelings. To discuss the authors language. To write a persuasive letter. Up and Down - <i>Oliver Jeffers</i> To make predictions about a text. To retell a narrative. To add full stops, capital letters and conjunctions.	Instructions - Pizza To identify imperative verbs in a set of instructions. To use imperative verbs in their writing. Little People- Big Dreams <i>Amelia Earhart</i> – Adventure narrative <i>Maria Isabel Sanchez Vegara</i> Discuss the text and explore their own aspirations and dreams. Children to create their own adventure story inspired by Amelia Earhart using adjectives and a range of conjunctions. Recount To write a recount of Florence Nightingale Day	Animal Poetry To learn to appreciate rhymes and poems, and to recite some by heart. Animal descriptions To use adjectives and a range of conjunctions (and, but and because in their writing) Recount Animal Mania Day To write a recount about their time with Animal Mania. Children to include conjunctions and write what they did in order. Taking the Long Way Home – <i>Jake Hope and Brian Fitzgerald</i> To describe a character and/or a journey using adjectives, full stops, capital letters and finger spaces.	Grandad's Island – <i>Benji Davies</i> To write a narrative using adjectives, full stops and conjunctions. To write a letter using conjunctions, full stops and capital letters. Recount Transport museum I don't want to be Small – <i>Laura Ellen Anderson</i> To retell a story and order the key events.

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Maths	Previous reception experiences and counting within 100. Comparison of quantities and part whole relationships Part part whole models	Fluency focus: Mastering Number – Subitise to 5, 1 more/1 less within 10, structure of even and odd numbers, number lines and number tracks. Composition numbers 0-5 Composition numbers 0-10 2D shapes	Fluency focus: Mastery number – composition of and adjacent odd and even numbers. 3D shapes Additive structures	Fluency focus: Mastery number – Part, part whole – addition and subtraction. Addition and subtraction facts within 10 Numbers 0-20 (including length and height)	Fluency focus: Mastery number – 10 and bit structure, linear number system and comparing numbers to 20. Fractions – equal parts, halves and halving Unitising and coin recognition	Fluency focus: Mastery number – addition and subtraction equations and revisit and consolidation. Measurement – mass and volume Position and direction Time

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Science	Biology: Animals, including humans How do I use my body?	Chemistry: Everyday materials What are the properties of different materials?	Biology: Plants What makes a plant a plant?		Biology: Animals, including humans In what different ways can we group animals?	
Art	Drawing (Autumn 1) How do artists make marks in different ways? Various familiar book illustrations		Painting (Spring 1) How do artists show texture using paint? Sam Fenner, Ron Berger, Eric Carle		Mixed Media (Summer 1) How do artists manipulate materials? Eduardo Paolozzi	
Computing	BeeBot Explorers Learn to control a BeeBot by sequencing algorithms and predicting the program outcomes.	Digital Painting Choose appropriate tools in a program to create art by combining shapes to plan a playground and design their own emoji.	Just Dance Plan your own dance moves and explore whether you can follow each other's instructions. Understand the benefit of loops.	Clean Water Plan, design and create their own drinks labels with the aid of a computer.	Wildlife Data What wildlife lives around school?	Technology Around Us To identify the different types of technology around them and the impact it has on their daily lives.
DT	Structures How can I create a free-standing Structure?		Mechanisms (leavers and sliders) How can I make a pop-up poster?		Cooking and nutrition How can I prepare cold snacks?	

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Geography	Our School (Autumn 1) What is the area like around my school?		Our Local Area (Spring 1) What is my local area like?		Our Country (Summer 1) What is it like to live in the United Kingdom?	
	How do our seasons affect our school grounds? Take photos in a chosen part of the school grounds. Identify what they can see in the photos, repeat the activity in the Spring and Summer. Identify seasonal changes in vegetation and link to climate.					
History	Living History (Autumn 2) What can we learn from older people about how life has changed in living memory?		Florence Nightingale (Spring 2) Why do we remember Florence Nightingale?		Transport (Summer 2) How has transport changed over time?	
Music	Finlandia How can music express a story?	Transport How can music be used to represent transport?	Superheroes How can music be used to represent superheroes?	Animals How can music be used to represent animals?	Under the Sea How can music be used to depict the sea?	World Music Heritage How is music different around the world and how has it changed over time?

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PE	Gymnastics Linking actions to create a sequence and showing contrasts in body actions. Multi skills Developing locomotion, stability and object control. Jumping and landing safely. Running with balance, showing changes of speed and direction.	Dance – The Nutcracker. Creating simple movement responses to a narrative. Multi skills Further developing and apply locomotion, stability and object control through sending and receiving activities. Being able to throw, roll, stop and send a ball. Aiming and throwing at a target.	Dance – Super Worm. Performing simple dynamics (actions) and work creatively and cooperatively with others. Multi skills Continuing to develop and apply locomotion, stability and object control through sending and receiving activities (equipment based) Hitting a ball with appropriate equipment. Catching and throwing a beanbag or suitable object.	Gymnastics – Explore and create Climbing on and using low apparatus safely demonstrating control and balance. (spots, ropes on floor, benches, hand/feet markers) Multi skills Developing and applying locomotion, stability and object control through partner and group activities. Catching and throwing to a partner and competing against themselves and others.	OAA Co-operating and following instructions and developing listening skills. Athletics Developing running, jumping and throwing techniques competing against themselves and others.	Athletics Continuing to develop their running, jumping and throwing techniques competing against themselves and others. Multi skills Developing and applying locomotion, stability and object control through target activities. Maintaining pace in a range of activities and receiving a ball with hands or feet.

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PSHE	Being Me in My World Helping others to feel welcome. Trying to make our school community a better place. Thinking about everyone's right to learn. Caring about other people's feelings. Working well with others. Choosing to follow the learning charter.	Celebrating Difference Accepting that everyone is different. Including other when working and playing. Knowing how to help if someone is being bullied. Trying to solve problems. Using kind words. Knowing how to give and receive compliments.	Dreams and Goals Staying motivated when doing something challenging. Keep trying even when it is difficult. Working well with a partner or in a group. Having a positive attitude. Helping others to achieve their goals. Working hard to achieve their own dreams and goals.	Healthy Me Making healthy choices. Eating a healthy balanced diet. Being physically active. Trying to keep themselves and others safe. Knowing how to be a good friend and enjoy healthy friendships. Knowing how to keep calm and deal with difficult situation.	Relationships Knowing how to make friends. Trying to solve friendship problems when they occur. Helping others to feel part of a group. Showing respect how they treat others. Knowing how to help themselves and others when they feel hurt or upset. Knowing and showing what makes a good relationship.	Changing Me Understanding that everyone is unique and special. Expressing how they feel when change happens. Understanding and respecting the changes they see in themselves and the changes they see in other people. Knowing who to ask for help if they are worried about change. Looking forward to changes.

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RE	Unit 11: What does it mean to belong to a faith or belief community? Focusing on what it means to belong to a faith community. Revisiting knowledge from prior units about Muslims, Christians and Jewish people. Considering how members of these communities show that they belong. Considering where they belong and the communities to which they are a part of.	Unit 8: Why does Christmas matter to Christians? (Core Learning) Identifying the term's secular and religious. Talking about the key events from the Christmas story in detail. Finding out about how Christmas is celebrated today. Considering which traditions are secular and which are religious. Focusing on religious artwork and commenting how and why it helps Christians today to celebrate the key events of the story.	Unit 9: Who is Jewish and how do they live? Learning about Jewish worldviews and ways of life. Learning about texts from the Torah and their importance for Jewish people today. Finding out about the mezuzah and the Shema prayer and what they mean for believers. Identifying Shabbat and Chanukah, and discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.	Unit 16: Why does Easter matter to Christians? (Core Learning) Recognising that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. Discovering the key events of Holy Week and Easter, making links with the Christians belief of salvation. Learning about the instructions that Christians believe that Jesus gave his followers about how to behave. Considering what the story of Easter means for Christians today and why they put their hope in heaven.	Unit 10: What do Christians believe God is like? Discovering what parables are and that Christians believe these stories were told by Jesus to teach his followers about God. Learning about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Thinking carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. Thinking about the story of Jonah and the Big Fish and finding out about how many Christians put their beliefs into practice through worship.	Unit 12: How should we care for the world and for others and why does it matter? Discussing stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Revising their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Reflecting on the different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the bible and the Torah. Considering why people who are religious and non-religious should care for others and look after the natural world.