

## Year 1 Curriculum Overview 2020-2021

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>English</b>	<p><b>Linking with Pirates and Mermaids Topic</b></p> <p>Labels and captions Recording holiday and weekend news. Narrative: The Singing Mermaid Poems and song linked to pirates Non-fiction: non-chronological report on pirates</p> <p>Focus on: sentence structure, capital letters, finger space, full stops, coordinating conjunctions; adjectives.</p> <p>Daily phonics and spellings Speaking and Listening: Sensational Stories</p>	<p><b>Linking with Rainforest Topic</b></p> <p>Narratives: The Gruffalo Non-Fiction: recipe instructions Poetry: Gyles Andreae’s Rumble in the Jungle</p> <p>Daily phonics and spellings Speaking and Listening: Sensational Stories</p> <p>Focus on: sentence structure, punctuation including exclamation marks and question marks, imperative verbs, time conjunctions, compound words, similes, alliteration, -ing suffix, personal pronouns</p>	<p><b>Linking with Transport Topic</b></p> <p>Narratives: Rhyming texts – Duck in a Truck; Journey texts – You Can’t Take an Elephant on a Bus, We’re All Going On a Bear Hunt Poetry Dictionaries</p> <p>Daily phonics and spellings Speaking and Listening: Sensational Stories</p> <p>Focus on: - er -est suffix, un prefix, plurals ‘s’ and ‘es’, consolidate skills from across the year</p>
<b>Maths</b>	<p><b>White Rose</b></p> <p>Number: Place Value within 10 Number: Addition and Subtraction Geometry: Shape Number: Place Value within 20</p>	<p><b>White Rose</b></p> <p>Number: Addition and Subtraction within 20 Number: Place Value within 50 (multiplies of 2, 5 and 10) Measurement: Length and Height Measurement: Weight and Volume</p>	<p><b>White Rose</b></p> <p>Number: Multiplication and Division (multiples of 2, 5 and 10 to be reinforced) Number: Fractions Geometry: Position and Direction Number: Place Value within 100 Measurement: Money Time</p>
<b>Topic</b> <b>Geography</b> <b>History</b>	<p><b>Ourselfs Topic</b></p> <ul style="list-style-type: none"> <li>- All about me writing for display</li> </ul> <p><b>Pirates &amp; Mermaids Topic</b></p> <ul style="list-style-type: none"> <li>- Introduce topic of pirates and mermaids - What do we know? Brainstorm and list what do we want to know? Children to do a title page for topic books.</li> <li>- Wanted poster for missing pirate – descriptive writing on a piece of paper to go in topic books.</li> <li>- Drama – act out attacking a ship or finding treasure</li> <li>- Writing assessment linked to topic theme – children to write own story about pirates/ mermaids (CC link with English)</li> <li>- Introduce Maps and plans - Go and find treasure in the school grounds using 4 different group maps</li> <li>- Plan and map of a pirate ship (side view)</li> <li>- Create own fact sheet about pirate ships/ mermaids/ pirates, put under simple subheadings.</li> </ul>	<p><b>Tropical Rainforests Topic</b></p> <ul style="list-style-type: none"> <li>- Introduce topic of Tropical Rainforests. - What do we know? Brainstorm and list what do we want to know? Children to do a title page for topic books.</li> <li>- Where in the world are the tropical rainforests?</li> <li>- Research favourite animals</li> <li>- Use books and the internet (CC link to English, Science and ICT)</li> <li>- Complete a Who am I? card for your rainforest animal.</li> <li>- <b>School Trip to The Living Rainforest(Summer term)</b></li> <li>- Layers of the rainforest.</li> <li>- Research in books.</li> <li>- Create animal factsheets.</li> <li>- Deforestation-</li> <li>- Talk about rainforest plants. Found a new species of plant. Pretend you are a newsreader and report your findings to the class in pairs.</li> </ul>	<p><b>Travel and Transport</b></p> <ul style="list-style-type: none"> <li>- Travel now and then – look at the impact this has had on society</li> <li>- Trains – learn about the invention of the first ever steam train, what journeys did these trains make? Who would travel by train?</li> <li>- Motor cars – children to make their own toy car &amp; order a selection of toy cars chronologically</li> <li>- Aeroplanes – take children back to 1903 and explore the life and inventions of the Wright brothers. Hot seating questioning. Look at how they developed their designs and how people at the time might have felt about going on an aeroplane</li> <li>- Look at Emilia Earhart book by Isabel Sanchez Vegara &amp; Maria Diamantes – link to prominent female figures</li> </ul>

	<p>Using internet and book research. Look at examples of fact sheets.</p> <ul style="list-style-type: none"> <li>- Map co-ordinates practical Battleships/ pirate ships 1 person has blank grid and 1 person has a treasure map with objects on – describe where objects are using co-ordinates and partner to draw it on their grid.</li> <li>- Map co-ordinates – Children to answer questions about where objects are on island map using a co-ordinates grid (e.g. what is in C4? Write the co-ordinates of where the palm tree is?)</li> <li>- Class discussion – recap Pirates &amp; Mermaids topic and what the children have learnt.</li> </ul>	<p>Class discussion – recap Tropical Rainforests topic and what the children have learnt.</p>	
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• <b>The Seasons</b> Observe the changes across the 4 seasons, linking in associated weather and how day length varies</li> </ul>	<p><b><u>Ourselves Topic</u></b></p> <ul style="list-style-type: none"> <li>- Identify, name, draw and label the basic human body parts and link to each sense.</li> <li>- Are we all the same? – graph of eye/ hair colour</li> <li>- How do we change as we get older? Discussion and practical sequencing of pictures.</li> <li>- Find out and describe the basic needs of animals, including humans for survival (water, food and air)</li> </ul> <p><b><u>Materials Topic</u></b></p> <ul style="list-style-type: none"> <li>- Introduction and brainstorm materials (sheet of sugar paper – mind map) what do you know? What do want to find out?</li> <li>- Identify and describe different materials and their physical properties - begin to name them e.g. plastic, wood, metal, fabric, etc.</li> <li>- Distinguish between an object and the material it is made from.</li> <li>- Sort materials into hard &amp; soft, transparent &amp; opaque, rough &amp; smooth using sorting hoops.</li> <li>- Discuss flexible and rigid objects.</li> <li>- Materials hunt around school grounds and in classroom sort objects into metal, wood, plastic, glass, fabric.</li> <li>- Magnetic and non-magnetic materials</li> <li>- Natural and Man-made materials</li> </ul>	<p><b><u>Green Plants Topic</u></b></p> <ul style="list-style-type: none"> <li>- Title page and introduction to Plants &amp; Growth - (sheet of sugar paper – mind map) what do you know? What do want to find out? Make title page for Green Plants topic</li> <li>- Plant broad bean &amp; sunflower seeds</li> <li>- Bean diary and hyacinth bulb – observe and describe how seeds and bulbs grow into plants.</li> <li>- Draw and label flowering plant (and tree) diagrams. Captions about what each part of the plant does</li> <li>- INVESTIGATION: Find out how plants need water, light and temperature to grow and stay healthy. plant, prep and discuss cress seed experiment – plan, apparatus, predict, record and conclude.</li> <li>- Record results of cress investigation</li> <li>- Identify and name a variety of plants and understand that food can come from plants.</li> <li>- Research about plants using the internet and non-fiction books</li> </ul> <p><b><u>Animals</u></b></p> <ul style="list-style-type: none"> <li>- Identify and name, describe and compare a number of common fish, amphibians, reptiles, birds and mammals (link to rainforest topic)</li> </ul>	<p><b><u>Forces Topic</u></b></p> <ul style="list-style-type: none"> <li>- Introduction and brainstorm Forces (sheet of sugar paper – mind map) what do you know? What do want to find out? Make title page for forces topic</li> <li>- Find out how the shapes of solid objects can be changed by squashing, bending, stretching, pulling, rolling, cutting and twisting.</li> <li>- Discussing pushes and pulls. What do you pull/ push? Go outside and take pictures of children pushing and pulling. Sort actions into pushes and pulls. Complete cut and stick in books.</li> <li>- INVESTIGATION: Exploring how to change the speed of a force different heights and textures on ramps. Which ramp slowed the car down? If I push hard will the car go further/ faster? How can I stop the car? How could you slow the car down? What happened to the car when I pushed harder? Plan (fair test), predict, record what we did, results and conclusion.</li> <li>- INVESTIGATION: floating and sinking recording prediction and results. Explore water as a force and discuss the upward force of water. Why do some things float and some things sink?</li> <li>- Discuss gravity as a force. Jump up and down and explain to the children that the force of gravity pulls you back down to the ground. When we fall over we lose our</li> </ul>

	<ul style="list-style-type: none"> <li>- Making paper activity – where does paper come from and how is it made? Children to make their own paper.</li> <li>- INVESTIGATION: making a mermaid’s tail waterproof. Introduce planning an experiment – apparatus, diagram, prediction, fair test (what will we keep the same and what will we change). Children to test and record results and then write their conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Compare animals in different macro habitats and how they adapt to their conditions.</li> <li>- Identify and name common herbivores, carnivores and omnivores</li> </ul>	<p>balance and gravity pulls us over. Where is there no gravity?</p> <ul style="list-style-type: none"> <li>- What force is the wind? Making windmills and looking at the wind as a push force</li> <li>- Free play exploring forces and looking at non-fiction books about forces.</li> </ul> <p><b>Sound &amp; Hearing</b></p> <ul style="list-style-type: none"> <li>- Introduction to sound &amp; hearing topic –) what do you know? What do want to find out? Make title page for Sound and Hearing topic</li> <li>- Sound walk - Sit in a field put circle in middle of page to symbolise themselves and draw objects of sounds around them and the direction of where the sound is coming from.</li> <li>- Different ways of making sounds and describing sounds</li> <li>- Divided page into 4. Soft, loud, high, low and write sentences on how you made the sounds</li> <li>- Different ways to make sounds with musical instruments</li> <li>- Rice on a drum sound is made by vibrations.</li> <li>- Experiment how distance affects the volume of sound.</li> </ul>
<b>Computing</b>	<p><b>Unit 1 – Computing Systems and Networks</b></p> <ul style="list-style-type: none"> <li>- Technology around us</li> <li>- Using technology</li> <li>- Developing mouse skills</li> <li>- Using a computer keyboard</li> <li>- Developing keyboard skills</li> <li>- Using a computer responsibly</li> </ul> <p><b>Unit 2 – Creating Media, Digital Painting</b></p> <ul style="list-style-type: none"> <li>- How can we paint using computers?</li> <li>- Using shape and lines</li> <li>- Making careful choices</li> <li>- Why did I choose that?</li> <li>- Painting all by myself</li> <li>- Comparing computer art and painting</li> </ul>	<p><b>Unit 3 – Create Media, Digital Writing</b></p> <ul style="list-style-type: none"> <li>- Exploring the keyboard</li> <li>- Adding and removing text</li> <li>- Exploring the toolbar</li> <li>- Making changes to text</li> <li>- Explaining my choices</li> <li>- Pencil or keyboard</li> </ul> <p><b>Unit 4 – Data and Information, grouping data</b></p> <ul style="list-style-type: none"> <li>- Label and match</li> <li>- Group and count</li> <li>- Describe an object</li> <li>- Making different groups</li> <li>- Comparing groups</li> <li>- Answering questions</li> </ul>	<p><b>Unit 5 – Programming a moving robot</b></p> <ul style="list-style-type: none"> <li>- Button</li> <li>- Direction</li> <li>- Forwards and backwards</li> <li>- Four directions</li> <li>- Getting there</li> <li>- Route</li> </ul> <p><b>Unit 6 – Programming, an introduction to animation</b></p> <ul style="list-style-type: none"> <li>- Comparing tools</li> <li>- Joining blocks</li> <li>- Make a change</li> <li>- Adding sprites</li> <li>- Project design</li> <li>- Following my design</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>- Cutting and colouring assessment</li> <li>- Draw Portrait of themselves</li> <li>- Paint self portraits</li> <li>- colour mixing to make green, orange, purple with hands</li> <li>- Take a line for a walk</li> <li>- Self- portraits of themselves as a pirate</li> </ul>	<ul style="list-style-type: none"> <li>- Hall display work (New hall display idea each term decided during Pre-Prep Meeting)</li> <li>- Toy aeroplane/train/car making (link to Topic)</li> <li>- Sewing bookmarks for Mother’s Day</li> <li>- Mother’s Day Cards</li> </ul>	<ul style="list-style-type: none"> <li>- Draw a rainforest animal</li> <li>- Paint a rainforest animal (use a range of media &amp; materials?) <ul style="list-style-type: none"> <li>- Rainforest shoe boxes</li> </ul> </li> <li>- Hall display work (New hall display idea each term decided during Pre-Prep Meeting)</li> <li>- Free drawing and use media to create a rainforest picture</li> </ul>

	<ul style="list-style-type: none"> <li>- Draw pirate treasure map – squared paper from blue books &amp; teacher to draw box and label co-ordinates beforehand.</li> <li>- Hall display work (New hall display idea each term decided during Pre-Prep Meeting)</li> <li>- Designing Christmas cards (organised by Mrs Lock)</li> <li>- Leaf rubbing and sketching</li> <li>- Wax resist poppy scene pictures (CC link with topic)</li> <li>- Christmas cards &amp; Bouncing snowmen &amp; cone reindeer/ decorations</li> <li>- Christmas cards &amp; Split pin elves</li> <li>- Christmas craft activities/ colourings</li> </ul>	<ul style="list-style-type: none"> <li>- Observational drawing of flowers (daffodils?) and recap sketching technique</li> <li>- Use water colours to paint flower pictures (possible display idea for growing topic)</li> <li>- wax resist flowers page 92 - 365 things to make and do book.</li> </ul>	<ul style="list-style-type: none"> <li>- Sketching rainforest animals using pictures in non-fiction books</li> <li>- Pop up cards (page 32 &amp; 33 in 365 things to make and do)</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>- Introduction to religion and ask children what religions they know about/ follow.</li> <li>- What does it mean to belong?</li> <li>- What do we believe?</li> <li>- What is the bible?</li> <li>- Discuss other holy books for different religions.</li> <li>- Key features of different religions</li> <li>- Discuss different religious symbols</li> <li>- God’s friend story from the lion storyteller bible (p18-19)</li> <li>- Discuss different places of worship</li> <li>- Discussion about the differences and similarities between religions</li> <li>- Family Christmas traditions</li> <li>- Read The Christmas story and discuss key events – act out no room at the inn in small groups</li> <li>- Recap The Christmas story and key events</li> <li>- Cut and stick ordering pictures of Christmas Story</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss old and new testaments</li> <li>- Daniel and the Lion’s Den</li> <li>- Chinese new year</li> <li>- Jonah and the whale</li> <li>- David and Goliath</li> <li>- David and Jonathan</li> <li>- Elijah</li> <li>- Class discussion about different religions and beliefs using “A world of religions” book</li> <li>- Jewish pass over story</li> <li>- Discuss different religious celebrations</li> <li>- Talk about Easter and how people celebrate it</li> <li>- Read the Easter story</li> <li>- What have the children learnt during Religious Education lessons this term?</li> </ul>	<ul style="list-style-type: none"> <li>- World of religions weekly focus: <ul style="list-style-type: none"> <li>- Judaism</li> <li>- Islam</li> <li>- Sikhism</li> <li>- Buddhism</li> <li>- Christianity</li> </ul> </li> <li>- Places of worship and review World Religions</li> <li>- New Testament Bible Stories Parables: <ul style="list-style-type: none"> <li>- The lost coin</li> <li>- The Lost Sheep</li> </ul> </li> <li>- Class discussion about different religions and beliefs using “A world of religions” book</li> <li>- Read stories from the Old Testament</li> <li>- Read stories from the New Testament</li> <li>- What have the children learnt during Religious Education lessons this term?</li> </ul>
<b>PSHEE + SMSC</b>	<p><b><u>Health and Wellbeing</u></b> <b><u>Physical Health and Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>- Keeping healthy</li> <li>- Food and exercise</li> <li>- Hygiene routines</li> </ul> <p><b><u>Growing and Changing:</u></b></p> <ul style="list-style-type: none"> <li>- Recognising what makes us unique and special</li> </ul>	<p><b><u>Relationships</u></b> <b><u>Families and friendships</u></b></p> <ul style="list-style-type: none"> <li>- Roles of different people</li> <li>- Families</li> <li>- Feeling cared for</li> </ul> <p><b><u>Safe relationships</u></b></p> <ul style="list-style-type: none"> <li>- Recognising privacy</li> </ul>	<p><b><u>Living in the wider world</u></b> <b><u>Belonging to a community</u></b></p> <ul style="list-style-type: none"> <li>- What rules are</li> <li>- Caring for others’ needs</li> <li>- Looking after the environment</li> </ul> <p><b><u>Media literacy and digital resilience</u></b></p> <ul style="list-style-type: none"> <li>- Using the internet and digital devices</li> </ul>

	<ul style="list-style-type: none"> <li>- Feelings</li> <li>- Managing when things go wrong</li> </ul> <p><u>Keeping Safe:</u></p> <ul style="list-style-type: none"> <li>- How rules and age restrictions help us</li> <li>- Keeping safe online</li> </ul>	<ul style="list-style-type: none"> <li>- Staying safe</li> <li>- Seeking permissions</li> </ul> <p><u>Respecting Others and Ourselves</u></p> <ul style="list-style-type: none"> <li>- How behaviour affects others</li> <li>- Being polite and respectful</li> </ul>	<ul style="list-style-type: none"> <li>- Communicating online</li> </ul> <p><u>Money and work</u></p> <ul style="list-style-type: none"> <li>- Strengths and interests</li> <li>- Jobs in the community</li> </ul> <p><i>Sun Safety</i></p>
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