

Curriculum Overview

Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Non-fiction: Instructional make a sandwich</p> <p>Fiction: Peace at last</p> <p>Focus: Character Description</p>	<p>Non-fiction: Great Fire of London- Diary entry</p> <p>Fiction: Dogger</p> <p>Focus: Setting</p>	<p>Non-fiction: Non-chronological report Arctic animals</p> <p>Fiction: Lost and Found</p> <p>Focus: Character Description</p>	<p>Non-fiction:</p> <p>Fiction: Knuffle bunny</p> <p>Focus: Opening</p>	<p>Non-fiction: Africa fact file</p> <p>Fiction: Where the wild things are</p> <p>Focus: Setting</p>	<p>Non-fiction: Post card</p> <p>Fiction: The elephant and the bad baby</p> <p>Focus: Endings</p>
Maths	<p>Number and Place value (within 10) Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less.</p> <p>Identify and represent numbers using</p>	<p>Addition and subtraction 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>Addition and subtraction Represent and use number bonds and related subtraction facts within 20.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20,</p>	<p>Place Value (within 50) (including multiples of 2, 5 and 10) Given a number, identify one more or one less.</p> <p>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>Multiplication and (including multiples of 2, 5 and 10) 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>Number: Place Value (within 100) 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</p>

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	<p>objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>	<p>Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems</p> <p>Geometry (shape) Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles).</p> <p>Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).</p> <p>Number and Place value (within 20) Count to twenty, forwards and backwards, beginning</p>	<p>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>Place Value (within 50) (including multiples of 2, 5 and 10) Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals.</p>	<p>Count in multiples of twos, fives and tens.</p> <p>Measurement: Length and Height Measurement: Length and Height</p> <p>Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p>Measurement: Weight and Volume Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: [for</p>	<p>Number: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p>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].</p>	<p>including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p>Measurement: Money Recognise and know the value of different denominations of coins and notes.</p> <p>Measurement: Time Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>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</p>
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		<p>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.</p> <p>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>example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>	<p>Geometry: Position and Direction Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, and later]. Measure and begin to record time (hours, minutes, and seconds).</p>
<p>Science</p>	<p><u>Who am I</u> Identify, name, draw and label the basic parts of the human body Say which part of the body is associated with each sense</p> <p><u>Working scientifically learning outcomes</u> Identifying and classifying</p>	<p><u>Celebrations</u> Describe the simple properties of a variety of everyday materials To distinguish between an object and the materials from which it is made Identify the basic structure of a variety of common flowering plants</p>	<p><u>Polar Adventures</u> Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Describe the simple properties of a variety of everyday materials Identify and name a variety of common</p>	<p><u>Treasure Island</u> Compare and group together a variety of everyday materials on the basis of their simple physical properties Identify and name a variety of common plant. Describe the simple properties of a variety of everyday materials.</p>	<p><u>On Safari</u> Identify and name a variety of common animals – invertebrates. Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><u>Working scientifically</u></p>	<p><u>Holiday</u> Describe the simple properties of a variety of everyday materials Identify and name a variety of common animals including fish, birds and mammals.</p> <p><u>Working scientifically learning outcomes</u> Identifying and classifying</p>

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	<p>Gather and record data to help answer questions Identifying and classifying</p>	<p>Identify the basic structure of a variety of common flowering plants</p> <p><u>Working scientifically learning outcomes</u> Ask questions and recognise they can be answered in different ways Observe closely Perform simple tests. Gather and record data to help answer questions Use observations and ideas to suggest answers to questions</p>	<p>animals Identify and name a variety of common animals</p> <p><u>Working scientifically learning outcomes</u> Identifying and classifying Perform simple tests. Gather and record data to help answer questions Ask simple questions and recognise that they can be answered in different ways Use observations and ideas to suggest answers to questions</p>	<p>Identify and name a variety of common animals including fish. Describe the simple properties of a variety of everyday materials.</p> <p><u>Working scientifically learning outcomes</u> Perform simple tests. Gather and record data to help answer questions Observe closely using simple equipment.</p>	<p><u>learning outcomes</u> Observe closely using simple equipment Ask simple questions and recognise that they can be answered in different ways Perform simple tests. Gather and record data to help answer questions Identifying and classifying</p>	<p>Perform simple tests. Gather and record data to help answer questions Ask simple questions and recognise that they can be answered in different ways</p>
	<p><u>Over the year- seasonal changes</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p> <p><u>Working scientifically learning outcomes</u> Observing closely , using simple equipment Using their observations and ideas to suggest answers to questions</p>					
History		Great fire of London		Toys		Victorian Seaside

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		<p>Knowledge and interpretation Can recount some interesting facts from The Great Fire of London.</p> <p>Can recount the life of someone famous - Samuel Pepys who lived in the past giving attention to what they did.</p> <p>Historical enquiry Can answer questions using a range of artefacts/paintings/eye witness accounts/diary extracts. Can find out more about SP's and carry out some research on him?</p> <p>Bonfire night/Armistice Knowledge and interpretation Can recognise that we celebrate certain</p>		<p>Knowledge and interpretation Can give examples of things that are different in their life from that of their grandparents when they were young?</p> <p>Can find out something about the past by talking to an older person?</p> <p>Can identify objects from the past, such as old toys?</p>		<p>Discuss change and continuity in an aspect of life, e.g. holidays Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, songs, museum displays Identify similarities and differences between ways of life in different periods, including their own lives</p> <p>Historical enquiry/interpretation Victorian seaside mural Can ask and answer questions about old and new objects? Can spot old and new things in a picture?</p> <p>Can answer questions using an artefact/ photograph provided?</p> <p>Can give a plausible</p>
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		events, such as bonfire night/ Armistice because of what happened many years ago?				explanation about what an object was used for in the past?
Geography	<p>Location/place Knowledge Settling into their new class- talk about and find their way around school showing an awareness of where things belong and the people within the school.</p> <p>Children to express their views on the features of their local environment school. Likes dislikes. Introduce the concept of physical/human features. Field/trees play area compared to hardstanding playground.</p> <p>To talk about where they live. Locate Guildford in England</p>		<p>Place knowledge Compare England with a contrasting Country in the world- England compared to Antarctica</p> <p>Human and Physical geography</p> <p>Weather- to know where in the world is cold. Discuss in relation to the equator and the North/South poles.</p> <p>To be able to identify patterns in the weather related to the changing seasons in the UK</p> <p>Geographical skills Use maps, atlases, globes and</p>		<p>Place knowledge Compare England with a contrasting Country in the world- England compared to Africa</p> <p>Human and physical geography Weather- to know where in the world is hot. Discuss in relation to the equator and the North/South poles.</p> <p>Geographical skills Use maps, atlases, globes and digital/computer mapping (google earth to locate countries and describe features studied)</p>	

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	<p>on a map. Name and locate the four countries making up the British isles.</p> <p>To talk about their homes and families.</p> <p>Geographical skills and field work Draw Journeys the children go on - to school, to grandparents, friend's house for tea. Use simple local road maps.</p> <p>Develop maps of the local environment.</p> <p>Where are the shops located in Stoughton/Guildford etc.</p>		<p>digital/computer mapping (google earth0 to locate countries and describe features studied)</p>			
Computing	<p>Purple Mash Scheme Online Safety & Exploring Purple Mash</p> <p>Grouping & Sorting</p>	<p>Lego Builders</p> <p>Pictograms</p>	<p>Maze Explorers</p>	<p>Animated Story Books</p>	<p>Coding</p>	<p>Spreadsheets</p> <p>Technology Outside School</p>

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RE	<p>Christianity God What do Christians believe God is like?</p>	<p>Christianity: Jesus: Who is Jesus</p> <p>Christmas: Why is Christmas important to Christians?</p>	<p>Christianity: Why did Jesus tell parables?</p>	<p>Judaism: What is the Torah and why is it important to Jews?</p> <p>Easter: What do Easter eggs have to do with Easter?</p>	<p>Judaism: Why do Jewish families celebrate in Shabbat?</p>	<p>Comparative: Is prayer important to everyone?</p>
Music	Hey you!	Rhythm in the way we walk and Banana Rap	In The Groove	Round and round	Your Imagination	Reflect, Rewind and Replay
Art	<p>All About Me Pencil Self Portraits Introduce Pablo Picasso Pablo Picasso inspired Self Portraits</p> <p>Skills: Can I draw using a pencil Can I draw lines of different shapes and thickness Can I create different tones using light and dark Can I describe what I can see and like in the work of another artist? Can I ask sensible questions about a</p>	<p>The Great Fire of London fire silhouette paintings.</p> <p>Skills: Can I create moods in drawings and paintings. Can I mix paint to create secondary colours? Can I mix and match colours and predict outcomes? Can I make tints by adding white? Can I make tones by adding black? Can I choose to use thick and thin brushes as appropriate?</p>	<p>Inuit Art</p> <p>Skills: Can I create a piece of work in response to another artist's work?</p> <p>Art Week</p>	<p>Still life – painting selection of toys on a table</p> <p>Skills: I can communicate something about myself in my drawing.</p> <p>(Mother's Day Cards) (Easter cards)</p>	<p>Explore and produce African patterns in different mediums i.e. Printing, oil pastels, pencils</p> <p>Skills: Can I print with different objects i.e. sponges, print blocks, vegetables, fruit? Can I create a repeating pattern?</p> <p>Pencil drawings African Masks</p> <p>Skills: Can I draw using a pencil Can I draw lines of different shapes and thickness</p>	<p>Marble underwater scene</p> <p>Skills: I can use different painting techniques?</p> <p>Nature Sculptures (Andy Goldsworthy)</p> <p>Create a landscape picture of the horizon meets the water (drawing/painting)</p>

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	piece of art?	(Bonfire Night (Jackson Pollock, Remembrance Day (Georgia O'Keefe, Christmas related art)			Can I create different tones using light and dark African Sunsets and Silhouettes Skills: I can use a new technique (colour blending) (Father's Day Card)	
PE	CT- Dance Sports coach- Games - team games, throwing, catching, aiming	CT- Games, hockey and football Sports coach- Gym	CT- Gym Sports coach- Games	CT- Games Sports coach- Dance	CT- Gym - 3 weeks Sports day - 3 weeks Sports coach- Fielding and striking	CT- Sports day - 3 weeks Athletics - 4 weeks Sports coach- Athletics
DT		Build model houses Create a 3D model Tudor house Skills: Can I select tools and equipment to cut, shape, join and finish? Can I describe which tools I am using and why? Can I choose materials and explain why they	Construct igloos from a variety of materials. (Clay, sugar cubes, marshmallows, Lego bricks) Skills: Can I think of some ideas on my own? Can I explain what I want to do? Can I Talk about my			Design a picnic basket that is seagull proof. Design a beach hut Skills: Can I think of some ideas on my own? Can I explain what I want to do? Can I Talk about my own work linked to

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		<p>are being used? Can I measure materials to use in a model or structure?</p>	<p>own work linked to what I was asked to do? Can I talk about things that other people have done? Can I join materials in different ways? Can I say how to make products stronger?</p>			<p>what I was asked to do? Can I talk about things that other people have done? Can I join materials in different ways? Can I select tools and equipment to cut, shape, join and finish? Can I describe which tools I am using and why? Can I choose materials and explain why they are being used? Can I measure materials to use in a model or structure? Punch & Judy Finger Puppets</p>
PSHE Heart Smart	Get Heart Smart	Don't forget to let love in	Too much Selfie isn't healthy	Don't rub it in rub it out	Fake is a mistake	No way through isn't true
Forest School	Introduction to Forest School. Rules and boundaries-why we need them. How	Seasonal changes. Comparing the differences.	How animals and humans can keep warm in winter. Taking care of	Identifying a range of flora and fauna. How seeds grow.	Using our senses in the outdoors. Nature's rainbow -	Eco food chains and how we can support this. Our role within the Eco chain.

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<p>Outdoor learning</p>	<p>to stay safe.</p> <p>Getting to know our surroundings.</p> <p>Taking care of the environment and ourselves.</p> <p>Respecting and listening to others. Values.</p> <p>Harvest- allotment, farmers...</p>	<p>Understanding why Trees lose their leaves in Winter. Comparing Deciduous and Ever-Green Trees.</p> <p>Inspiring Land Art (Richard Shilling and Andy Goldsworthy)</p> <p>Fire building. Learning the fire triangle and the key elements needed to make fire. Fire safety.</p> <p>Signs of Autumn- colours, seed dispersal, animals preparing for winter/hibernation</p>	<p>ourselves.</p> <p>Den building.</p> <p>Animal home and habitat building. Animals that hibernate.</p> <p>Observing the weather. Signs of Winter- wetter, colder, shorter day length</p> <p>Natural materials – clay bowls/blopsters. Where different materials come from. Comparing materials and grouping.</p> <p>Recycle/reuse - waste management audit</p>	<p>Understanding, identifying and labelling parts of a flower. Learning the basis of photosynthesis.</p> <p>How we can protect birds in the Spring and support them in nesting season.</p> <p>Planting saplings and wildflowers.</p> <p>Safety in hot weather.</p> <p>Prep allotment/sow seeds Spring- time of new growth. Practical application of conditions required for growth. Map allotment</p>	<p>finding colour in the Great Outdoors.</p> <p>Identifying simple wildflowers.</p> <p>Mini-beast hunting and pond dipping. Learning the basic parts of insects and mini- beasts. Comparing Mini-beasts. Habitat building.</p> <p>Bug survey (biodiversity check) good/bad minibeast for veg growing/organic pest control</p>	<p>Ladybird life cycles. The importance of Bees. Pollination.</p> <p>Giving nature a voice. Literacy in the outdoors. Sketching and describing.</p> <p>What Forest School means to us. Moving on and sharing memories.</p> <p>The importance of water- impact of summer- less rainfall, hotter, longer day length</p>
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