



### Curriculum Planning Overview – Year 1

| Term     | Autumn   | Spring  | Summer  |
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| Maths    | Place Value, addition, subtraction, geometry (shape), measure (time)<br>Solve one step problems using concrete objects and pictorial representations.  | Place value, addition subtraction, multiplication, division, measure (height, length), fractions<br>Solve one step problems using concrete objects and pictorial representations.   | Place value, four operations, measure (money, weight, volume)<br>Solve one step problems using concrete objects and pictorial representations.  |
| Literacy | <p><b>Phonics:</b> Children will progress through the phonics phases of "Letters and Sounds".</p> <p><b>Grammar:</b> Separate words with spaces. How words join together to make sentences. Join clauses using "and". Use capital letter for names, personal pronoun "I", places and days of the week.</p> <p><b>Punctuation:</b> Start sentences with a capital letter and end with a full stop.</p> <p><b>Terminology:</b> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p><b>Spelling:</b> All letters of alphabet and the sounds they commonly represent. Consonant and vowel digraphs and words with adjacent consonants. Common exception words and days of the week. The sounds ff,ll,zz,ss,ck,nk. Numbers in words (to ten)</p> <p><b>Handwriting:</b> Hold pencil correctly, form lower case letters in letter family groups with control and accuracy starting letters from the line. Form numerals 0-9.</p> <p><b>Composition:</b> Compose sentence orally before writing.</p> <p><b>Genre:</b> Poetry, narrative, information, recount.</p> <p><b>Reading:</b> Develop pleasure in reading by listening to and discussing wide range of poems, stories and non-fiction. Become familiar with key stories, traditional tales and re-telling them considering particular</p> | <p><b>Phonics:</b> Children will progress through the phonics phases</p> <p><b>Grammar:</b> Join clauses using "and". Join clauses using "and", but.</p> <p><b>Punctuation:</b> Start sentences with a capital letter and end with a full stop and exclamation mark.</p> <p><b>Terminology:</b> As previous</p> <p><b>Spelling:</b> Letter names and distinguish between alternative spellings of the same sound. Sounds tch, v and vowel digraphs and trigraphs. Spell suffix -s/-es plural. Use suffixes -ing, -ed, -er where no change to root word is required.</p> <p><b>Handwriting:</b> Form capital letters correctly.</p> <p><b>Composition:</b> Orally compose and write sequence of sentences to create short narratives. Re-read to check writing makes sense.</p> <p><b>Genre:</b> Recount, information, narrative, poetry.</p> <p><b>Reading:</b> Develop pleasure in reading by listening to and discussing wide range of poems, stories and non-fiction. Become familiar with key stories, traditional tales and re-telling them considering particular characteristics. Appreciate rhymes and poems and recite some by heart. Extend vocabulary.</p> | <p><b>Phonics:</b> Children will progress through the phonics phases</p> <p><b>Grammar:</b> Join clauses using a wider range of joining words (and, but, so, because)</p> <p><b>Punctuation:</b> Create sentences using question form.</p> <p><b>Terminology:</b> As previous</p> <p><b>Spelling:</b> Words ending in y, new consonant spellings ph, wh. Prefix -un where no change to the root word is required. Compound words. Spell from memory simple dictated sentences including common exception words and phoneme/grapheme correspondences taught. <b>Handwriting:</b> Form lower case letters with controlled finish ready for joining. Sizing of letters will be more consistent.</p> <p><b>Composition:</b> Orally compose and write sequence of sentences to create short narratives. Re-read to check writing makes sense. Begin to add detail.</p> <p><b>Genre:</b> Recount narrative, information.</p> <p><b>Reading:</b> Develop pleasure in reading by listening to and discussing wide range of poems, stories and non-fiction. Become familiar with key stories, traditional tales and re-telling them considering particular characteristics. Appreciate rhymes and poems and recite some by heart. Extend vocabulary.</p> |

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| History   | All our Yesterdays<br>How we remember past events<br>Memory boxes   | Toys<br>How and why have toys changed over time.   | Grannie and Grandad's seaside.<br>Developing research skills about seaside at different periods of time.   |
| Geography | What's the weather like?<br>Identify seasonal and daily weather patterns in UK.   | Hot and Cold Climates<br>The location of continents, oceans, poles and equator.<br>Use globes and world maps.  | Our School<br>Fieldwork using maps using aerial and plan perspectives. Identify landmarks and features, create maps and use symbols.   |
| Science   | Who am I?- My body and senses<br><br>Celebrations – Light and Shadow<br><br>Seasonal Changes - leaf colours, clothes, twig sculpture, feed the birds, keeping safe  | Polar Adventures – Insulation, Polar animals, Ice.<br><br>Treasure Island – Shelter, Floating and sinking, Exotic foods<br><br>Seasonal Changes – Ice spots, spring watch, bird nests  | On Safari – Invertebrates, Food chains, Habitats<br><br>Holiday –Sun safety, Keeping cool, Seashore animals, Protecting coastal environment<br><br>Seasonal Changes – Twig watch, Plant salad, colour matching |
| RE        | <b>Creation</b><br>Who made the world?<br><b>Sukkot (Judaism)</b><br><b>Incarnation</b><br>Why does Christmas matter to Christians?   | <b>Gospel</b><br>What is the good news that Jesus brings?<br><b>Salvation</b><br>Why does Easter matter to Christians?   | <b>God</b><br>What do Christians believe God is like?<br><b>Creation and blessings (Judaism)</b><br>Why do Jewish families say so many prayers and blessings.  |
| Computing | <b>Computer Science</b><br>Crazy Characters<br>Lego Builders<br>Basic scratch interface<br>(algorithms, debug and logic)<br><b>Information Technology and Digital Literacy</b><br>Create, organise, store, manipulate and retrieve digital content.<br>Access internet for cross curricular purposes<br>Use technology safely | <b>Computer Science</b><br>Bee-bots tinkering<br>Bee-bots<br><b>Information Technology and Digital Literacy</b><br>Internet explorers<br>Use technology safely   | <b>Computer Science</b><br>Simulations and Modelling<br><b>Information Technology and Digital Literacy</b><br>Story making using Ipad apps.<br>Use technology safely   |
| DT        | Sliders and Levers  | Free Standing Structure  | Fruit  |
| Art       | Drawing and mark making skills exploring texture and tone.<br>Colour mixing - tonal and tinting.<br><br>Evaluate own and other artists' work<br>Vocabulary of colour and line.  | Explore printing techniques and creating work using wet and dry media in black and white.<br>Sponge/stencil work positive and negative shapes..<br>Respond to and explore own ideas.<br>Evaluate own and other artists' work | Cutting and collaging using combinations of painted and printed textures on a range of surfaces.<br>Respond to and explore own ideas.<br>Evaluate own and other artists' work                                  |

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|                    | Learning is characterised by open-ended exploration of a range of materials.   | Plan and curate own exhibition   | Whole school project.   |
| PSHE               | New Beginnings<br>Going for Goals  | Getting on and Falling out<br>Be Good to Me                                    | Relationships<br>Drugs Education                                    |
| PE                 | <b>Gym:</b><br>Net and wall<br><b>Games:</b><br>Large ball skills – throwing, catching, aiming<br><b>Dance:</b><br>“Creation” workshop | <b>Multi-skills</b><br><b>Games:</b><br>Invasion games<br><b>Dance fitness</b> | <b>Athletics</b><br>Striking and fielding<br>Sports Day<br>Swimming |
| Trips and visitors | Outdoor learning visit - Cuffley<br>Arts workshop “Creation”<br>Artist workshop – Tate Modern- school funded.                          | Museum visit   | Seaside related learning experience                                 |