Curriculum Overview: Year 1

	Autumn Term		Spring Term		Summer Term	
	Autumn 1:	**Autumn 2:**	**Spring 1:**	**Spring 2:**	**Summer 1:**	**Summer 2:**
Topic	Ourselves	Amazing Africa	Walking with Dinosaurs	Into the Woods	Under the Sea	Island Life
Visits/ Trips/ Workshops	School visit from a nurse to talk about our bodies.	Trip to London Zoo to visit African animals.	Crystal Palace Park to see the dinosaur sculptures.	Local park visit for leaf rubbings and specimen collection.	Horniman Museum to visit the Aquarium.	Greenwich Maritime Museum to locate world islands.
Writing	**Fiction:** - Describing using the senses: *based on Beegu's landing on Earth* - Setting descriptions: *based on Beegu's landing on Earth* **Non-Fiction:** - Fact files: *linked to Neil Armstrong as a figure of historical significance* **Poetry:** - Pattern & rhyme; poems on a theme: *linked to poems from Monkey Puzzle*	**Fiction:** - Stories from other cultures: *looking at the moral of the stories in Anansi tales* - Retelling own version of a story: *based on Handa's Surprise and manipulating the fruit and animals* **Non-Fiction:** - Persuasive: *based on The Leopard's Drum and making of own drums; why is yours the best?* - Recount: *linked to London Zoo trip* - Fact files: *African animals* **Poetry:** - Acrostic poems: *using familiar animals from Rumble in the Jungle*	**Fiction:** - Character descriptions: *based on the characters in Tyrannosaurs Drip* - Letters: *based on Mary Anning and her work with the Natural History Museum* **Non-Fiction:** - Fact files – labels, lists and captions: *Non-fiction books on dinosaurs* **Poetry:** - Poems on a theme: *writing about dinosaurs inspired by the poetry patterns from Stomp Dinosaur Stomp*	**Fiction:** - Fairy tales; stories with familiar settings; stories with predictable patterns/language: *inspired by traditional tales such as Hansel & Gretel, Little Red Riding Hood and Rumpelstiltskin* **Non-Fiction:** - Diary linked to science: *recording the growth of bean plants over time*	**Fiction:** - Stories about fantasy worlds: *using the picture story of Flotsam as a stimulus for an underwater world* **Non-Fiction:** - Dictionary work: *Non-fiction books on sea creatures using alphabetical order* **Poetry:** - Using the senses and riddles: *inspired by sea creatures from Commotion in the Ocean*	**Fiction:** - Character & setting descriptions: *based on the characters in The Lighthouse Keeper's Lunch* - Diary: *written from the point of view of an alternative character in The Lighthouse Keeper's Lunch* - Letters: *written as a character from The Lighthouse Keeper's Lunch* **Non-Fiction:** - Instructions linked to Computing: *recipe writing based on The Giant Jam Sandwich/Gruffalo Crumble*
	- Beegu	- Handa's Surprise	- Stomp Dinosaur,	- Hansel and Gretel	- Commotion in the	- The Lighthouse

Suggested Texts	- Monkey Puzzle - How to Catch a Star - A Place to Call Home	- The Leopard's Drum - Anansi: traditional African stories - Rumble in the Jungle	Stomp - Tyrannosaurus Drip - Non-fiction books on dinosaurs	- Little Red Riding Hood - Rumpelstiltskin	Ocean - Night Pirates - Non-fiction books on sea creatures - Flotsam	Keeper's Lunch - The Giant Jam Sandwich - Gruffalo Crumble
Phonics (Letters & Sounds)	<u>Phase 2 - recap</u> *s a t p I n m d g o c k ck e u r h b f ff l ll ss*	<u>Phase 3 – recap</u> *ai air ar ch ear ee er igh j ng oa oi oo oo or ow qu sh th ur ure v w x y z zz*	<u>Phase 4</u> *st nd mp nt nk f tsk lt lp lf lk p txt tr dr gr cr br fr bl fl gl pl cl*	<u>Phase 4/5</u> *sl sp st tw sm pr sc sk sn nch scr shr thr str* *ay ou ie ea oy ir ue*	<u>Phase 5</u> *aw wh ph ew oe au ey a-e e-e i-e o-e u-e* Preparation for Phonics Screening Check – Revision	Preparation for Phonics Screening Check – Revision Consolidation preparation for Year 2
Maths	**Number: Place Value (within 10)** - Count to 10 forwards and backwards from any given number - Count, read and write numbers to 10 in numerals and words - Given a number, identify one more and/or one less - Identify and represent numbers using objects and pictorial representations including a number line - Use language of more than (greater), equal to, less than (fewer), most, least **Number: Addition & Subtraction (within 10)** - Represent and use number bonds and related subtraction facts within 10 - Read, write and	**Number: Addition & Subtraction (within 10) cont.** - Add and subtract one digit numbers to 10, including zero - Solve one step problems that involve addition and subtraction using concrete, and pictorial representations - Solve missing number problems **Geometry: Shape** - Recognise and name common 2D shapes. - Recognise and name common 3D shapes ***Consolidation*** Chance for teachers to identify areas for extra teaching from across Autumn term.	**Number: Addition & Subtraction (within 20)** - Represent and use number bonds and related subtraction facts within 20 - Read, write and interpret mathematical statements involving +, - and = 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, and pictorial representations - Solve missing number problems **Place Value (within 50 incl multiples of 2,5,10)** - Count to 50 forwards and backwards from any given number	**Number: Place Value (within 50 incl multiples of 2,5,10) cont.** - Identify and represent numbers using objects and pictorial representations including a number line - Use language of more than (greater), equal to, less than (fewer), most, least - Count in multiples of 2s, 5s and 10s. **Measurement: Length & Height** - Measure and begin to record lengths and heights - Compare, describe and solve practical problems for length and height (e.g. long/short, longer/shorter, tall/short, double/half) **Measurement: Weight & Volume** - Measure and begin to	**Number: Multiplication & Division (multiples of 2,5,10)** - Count in multiples of 2s, 5s and 10s - Solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays. **Number: Fractions** - 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. **Geometry: Position & Direction** - Describe position, direction and movement including whole, half, quarter and three quarter turns.	**Number: Place Value (within 100)** - Count to and across 100 forwards and backwards 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 - Use language of more than (greater), equal to, less than (fewer), most, least **Measurement: Money** - Recognise and know the value of different denominations of coins and notes **Measurement: Time** - Sequence events in chronological order using language such as before, after, next,

	interpret mathematical statements involving +, - and = signs		- Count, read and write numbers to 50 in numerals - Given a number, identify one more and/or one less	record mass/weight, capacity and volume - Compare, describe and solve practical problems for mass/weight and capacity and volume (e.g. heavy/light, heavier/lighter, full/empty, half full) ***Consolidation*** Chance for teachers to identify areas for extra teaching from across Autumn term.		today, tomorrow, morning, evening. - Recognise and use language relating to dates, including days, weeks, months and years. - Tell the time to the hour and half past the hour and draw the hands of a clock face to show these times - Compare, describe and solve practical problems for time e.g. quicker/slower, earlier/later - Measure and begin to record time (hours, minutes, seconds) ***Consolidation*** Chance for teachers to identify areas for extra teaching from across Autumn term.
Science	**Animals including Humans** Identifying, naming, drawing and labelling basic parts of the body – external and internal; identifying body parts linked to our senses	**Animals including Humans** Animal diets, animal groups, animal habitats, domestic animals and how to care for them	**Everyday Materials** Identifying materials and classifying them based on their properties. Investigating how sounds are made and controlled.	**Plants** Naming a range of plants and their parts. Understanding how they grow and observing this over time.	**Animals including Humans** Sea creatures: animal groups and structure; animal life cycle e.g. tadpoles, caterpillars; use of technical vocabulary e.g. fins	**Seasonal Changes** Observing changes across the seasons and how day length varies.
Learning Across the Curriculum (Foundation Subject Links)	**History** – lives of significant individuals*;* events beyond living memory *(Neil Armstrong and the first moon landing; Nelson Mandela)* **Geography** – use geographical vocabulary to refer to physical and human features *(African landscapes e.g. savannah, jungle; comparison between UK and Africa eg buildings)* **DT** – select and use a range of tools to perform practical tasks; select and use a wide range of materials according to their characteristics; evaluate ideas and products *(designing, making and evaluating own drums)*		**History** – lives of significant individuals *(Mary Anning and her contribution towards palaeontology)* **Geography** – use simple compass directions; use aerial photographs to devise a map; study the geography of our school and its surrounding environment *(looking at physical and human features of local environment from a birds eye view linked to story mapping in literacy)* **DT** – build structures exploring how they can be improved; explore and use mechanisms. *(building 3 Little Pigs houses; creating 3D fairy*		**History** – changes within living memory; history in our locality *(thinking about advancement in technology; changes in Europe and the UK politically including who our key political figures are)* **Geography** – name and locate the World's oceans and continents; study the location and characteristics of the United Kingdom; identify seasonal and daily weather patterns across the globe; use world maps and globes *(build a papier mache globe then locate and name the world's continents and oceans; understand the weather differences between the northern and southern*	

	Art – use drawing, painting and sculpture; develop wide range of art and design techniques e.g. pattern, texture *(African sunset pictures using colour washing and paper silhouettes; animal collages using a variety of materials for texture)* **Computing** – use of technology to create and retrieve digital content *(creating persuasive posters; researching African animals)*		*tale settings)* **Art** – use drawing, painting and sculpture; develop wide range of art and design techniques e.g. pattern, texture; learn about the work of artists *(Henri Matisse collages; sketching of dinosaur skin through a view finder; clay modelling of fossils and volcanoes; creating textured dinosaur feet using a variety of materials; creating 3D fairy tale settings)* **Computing** – understand what algorithms are, how they are implement and how to execute them; create a debug simple programs; use logical reasoning to predict behaviour of simple programs *(creating and programming journeys for mini-beasts using Beebots)*		*hemispheres)* **DT** – design products based on design criteria; explore and evaluate existing products; use the basic principles of a healthy diet to prepare dishes; understand where food comes from *(creating a healthy picnic for the Lighthouse Keeper's Lunch)* **Art** – use drawing, painting and sculpture; develop wide range of art and design techniques e.g. pattern, texture; to use a range of materials creatively *(creating underwater scenes using mixed media)* **Computing** – recognise common uses of technology beyond school; use technology safely and respectfully *(PSHEE linked to keeping safe online and recognising how we use technology in our everyday lives eg iPads, kitchen appliances etc)*	
Music	Transition Module- Notation reading, Colour strings style (including pitch), using your bodies to show pulse, rhythm, duration.	Christmas Shows. Beat and rhythm work with African songs and drums.	Control that Sound 1! Investigate how sounds are made, controlled and changed. Film composition to Fantasia Dinosaurs.	Feel the Rhythm 1 (In the Woods) Notation reading, making sounds of creatures in the woods. Duration, texture.	How Long? Duration compositions based on sea creatures. (Garage band or other ICT linked composition activity)	Raise your Voice 1 Jamaican traditional Playground Songs Pitch, tempo
RE	Celebrations	**Christianity**: Jesus' birth at Christmas	**Christianity**: Jesus' birth and teachings	**Buddhism**: The Buddha and Buddhist teachings	**Hinduism**: Diwali	**Sikhism**: Guru Nanak and teachings
PE	Fundamental Movement	Fundamental Spatial Awareness	Dance	Gymnastics	Games	Athletics
Family Learning Project	**Who do you think you are?** Research your family history – where do you come from? Create a family tree. What makes you *you*?	**Where in the World?** Share your culture expressed in any way, shape or form – dance, art, literacy etc.	**A step back in time** What was life like when the dinosaurs roamed the Earth?	**Once upon a time…** Fairy tales with a twist – create a fairy tale scene, rewrite a classic fairy tale, become one of the familiar characters.	**Underwater World** Imagine a life below the ocean. What is it like? Who would you meet – mythical or real? Mermaids, Poseidon, unfamiliar creatures…	**Cast away** You've been stranded on a desert island! How would you survive? What is it like? What items are your must haves and why?