



Year One Curriculum Overview 2018-19

(Annual Curriculum Overview of the subjects that your child will study)



Year Group: 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toys	Toys	Princes & Princesses	Princes & Princesses	Transport and travel	Transport and travel
English	<p><u>SPaG</u> – Basic punctuation Correct letter formation What is a verb, adverb, adjective? Weekly Handwriting <u>Phonics</u> – 20 minutes 4x week. Recap prior learning. (Phase 3).</p> <p>Favourite toy – simple sentence writing <u>Information</u> about toys – lists and captions <u>Story</u> about toys inspired by toys coming to life.</p>	<p><u>SPaG</u> – Basic punctuation Correct letter formation What is a verb, adverb, adjective?</p> <p>Weekly Handwriting <u>Phonics</u> – 20 minutes 4x week. Children to be grouped into 4 sets.</p> <p><u>Description</u> of a toy – using adjectives <u>Recount</u> of toy day – sequencing, time connectives Toy drive – <u>letters</u> to other children <u>Poetry</u> – toy poems, rhyming</p>	<p><u>SPaG</u> – Basic punctuation Question marks and exclamation marks. What is a noun? Weekly Handwriting</p> <p><u>Phonics</u> – Groups - 20 minutes 4 x week.</p> <p><u>Fact file</u> about yourself <u>Non-fiction books</u> about body <u>Stories about familiar settings</u> – write own story about themselves The giant who came to town Mr Men and Little Miss – create your own according to your own characteristic. <u>Acrostic poems</u> – all about me</p>	<p><u>Daily SPaG</u> – Basic punctuation Plurals</p> <p>Weekly Handwriting</p> <p><u>Phonics</u> – Groups - 20 minutes 4 x week.</p> <p>Non-fiction <u>information</u> about bugs/animals/mini beasts <u>Fantasy stories</u> – room on the broom, squash and a squeeze Honey I shrunk the kids</p>	<p><u>Daily SPaG</u> – Basic punctuation Commas</p> <p>Weekly Handwriting</p> <p><u>Phonics</u> – Groups - 20 minutes 4 x week.</p> <p>Thomas the tank engine – create a character <u>Traditional tales – stories from other cultures</u> – change the setting of a story – set it in a different country.</p>	<p><u>Daily SPaG</u> – Basic punctuation Prefixes and suffixes</p> <p>Weekly Handwriting</p> <p><u>Phonics</u> – Groups - 20 minutes 4 x week.</p> <p><u>Instructions</u> – how to pack a suitcase, what will you take on holiday etc. <u>Alliteration and Onomatopoeia poems</u> – transport</p>
Numeracy	<p>Unit 1 - Numbers to 10 Unit 2 - Addition and subtraction within 10</p>	<p>Unit 3 - Shapes and patterns Unit 4 - Number to 20 Unit 5 - Addition and subtraction within 20</p>	<p>Unit 6 - Time Unit 7 - Exploring calculation strategies within 20.</p> <p>Unit 8 - Numbers to 50</p>	<p>Unit 9 - Adding and subtracting within 20 Unit 10 Fractions Unit 11- Length, weight and volume</p>	<p>Unit 12 – Numbers 50 to 100 Unit 13 - Adding and subtracting within 100</p>	<p>Unit 14 - Money Unit 15 multiplication and division Unit 16 Measures- capacity and volume</p>

Science

Seasonal changes

Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Everyday materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Seasonal changes

Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Animals, including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Seasonal changes

Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

History

The History of Toys

- Lives of significant Individuals e.g. Pieter Bruegel the Elder, (link to Toys)
- Family links – what your parents played with
- Changes in their own lives, family and other
- A. A. Milne

No history this half term

Family Tree

Royal Family – British Values
Own family tree – Where did your parents/grandparents come from?

To compare old and new homes

Internal and external features.

- Old and New homes
- Compare old and new Household items

Travel and Transport

To compare famous people from different periods of History

- George Stephenson and Brunel
- Travel and transport in the past (first car, aeroplane)

<p>Geography</p>	<p>No geography this half term</p>	<p><u>Toys around the World</u></p> <p>Linking to locating places in the World map. Toys around Great Britain e.g. Paddington Bear for London.</p>	<p><u>Where am I from?</u></p> <p>To name and locate the four countries and capital cities of the United Kingdom</p> <p>To name and locate the United Kingdom's surrounding seas</p> <p>To use world maps, atlases and globes</p> <p>To use simple compass directions (Maths link)</p> <p>To use directional language (Maths link)</p>	<p><u>Map skills</u></p> <p>To create a simple map. To use a simple key. To construct basic symbols in a key.</p>	<p><u>Where in the world?</u></p> <p>To name and locate the world's seven continents To name and locate the world's five oceans To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features</p>	
<p>PSHCE</p>	<p>New Beginnings (with links to the parasha)</p>	<p>Getting on and Falling Out/Say no to bullying (with links to the parasha)</p>	<p>Going for Goals (with links to the parasha)</p>	<p>Relationships (with links to the parasha)</p>	<p>Good to be me (with links to the parasha)</p>	<p>Changes (with links to the parasha)</p>
<p>Art/DT</p>	<p>Colour theory Project</p>	<p>Shape project</p>	<p>Leaf project</p>	<p>Butterfly project</p>	<p>Van Gogh landscape project</p>	<p>Tiger project Woodwork Project</p>
<p>PE</p>	<p>Games/Gymnastic Activities Coordination/Balance & Control</p>	<p>Games Activities Invasion Games & Team Working</p>	<p>Gymnastic Activities Balance/Sequences & Using Apparatus</p>	<p>Dance Activities Movements/Rhythm & Patterns</p>	<p>Games Activities Striking & Fielding</p>	<p>Games Activities Athletics</p>