

Curriculum Overview Year 1

| | Autumn 1 st | Autumn 2 nd | Spring 1 st | Spring 2 nd | Summer 1 st | Summer 2 nd |
|--|--|---|--|--|---|---|
| <p>Maths</p> <p>(see White Rose Maths Hub for more details)</p> | <p>Number - Place Value Number - Addition and Subtraction</p> | <p>Geometry - Space Number - Place Value Number - Addition and Subtraction</p> | <p>Time Place value Number - Addition and Subtraction Measures - Length and height</p> | <p>Number - Multiplication and Division Number - Fractions</p> | <p>Number - Place Value Number - Four Operations</p> | <p>Measurement - Money Measurement - Weight and Volume</p> |
| <p>English</p> | <p>Narrative - Story settings</p> <p>The Tiger who came to tea (cold task writing - write own version of the story)</p> <p>Augustus and his smile - Catherine Rayner CPLE scheme (6 weeks) Narrative text writing - rewrite the story from the point of view of Augustus; write new version of the Augustus story (hot task)</p> <p>Cold task for Aut 2 - non-fiction writing</p> | <p>Simple non-chronological reports on the theme of tigers (inc lists, labels & captions) (4 weeks) Tigress by Nick Dowson Surprising Sharks by Nicola Davies and James Croft Non-fiction non-chronological text writing - research and write tiger facts; using research from home, write non-chronological non-fiction text Hot task - write information about our school for prospective parents Poetry - simple poems that follow a modelled structure. Write descriptive sentences/spine poems</p> <p>Cold task writing for Spr 1 - write instructions of how to get changed for PE</p> | <p>Instructions (2 weeks) Hot task - how to get a school dinner</p> <p>Narrative - fairy stories (The Three Little Pigs - different versions including The Three Little Pigs by Stephen Tucker and Nick Sharratt and The Three Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury) (4 weeks) Narrative writing - fairy tales - write version of TTLPs from point of view of one of the pigs Hot task - write new version of the story based on TTLPs</p> | <p>Cold task writing - write own story using given setting, character and situation</p> <p>Poetry - by one poet - John Foster (2 weeks) Write descriptive sentences about rain/snow (2A sentences/similes)</p> <p>Little Answer - Tim Hopgood CPLE scheme (4 weeks) Hot task - write a new version of the story</p> <p>Cold task writing for Sum 1 - write book review about chosen book</p> | <p>Narrative - capturing stories Lila and the secret of rain - David Conway and Jude Daly CPLE scheme (4 weeks) Re-writing story Write book review of Lila and the Secret of Rain. Hot task writing - use book from Literacy Spine to write book review</p> | <p>Cold task writing - write a letter</p> <p>Poetry - on a theme (1-2weeks) Noisy poems by Jill Bennett and Nick Sharratt</p> <p>Recounts - letter writing The Jolly Postman - Janet and Allan Ahlberg Write a thank you letter following trip Hot task - write to EYs about Year 1</p> |
| <p>Grammar, Punctuation</p> | <p>Grammar (inc Alan Peat):</p> <ul style="list-style-type: none"> Simple sentences using connectives & prepositions from Reception | <p>Grammar (inc Alan Peat):</p> <ul style="list-style-type: none"> Consolidate Rec Determiners & introduce: Lots of | <p>Grammar (inc Alan Peat):</p> <ul style="list-style-type: none"> Questions (AP All the Ws - bare bottoms on a rugby post) | <p>Grammar (inc Alan Peat):</p> <ul style="list-style-type: none"> Speech bubbles Prepositions- inside, outside, towards, across, under | <p>Grammar (inc Alan Peat):</p> <ul style="list-style-type: none"> Adjectives for description Embellished simple sentences | <p>Grammar (inc Alan Peat):</p> <p>Consolidation Punctuation: consolidation</p> |

| | | | | | | |
|----------------------------|---|--|---|---|--|---|
| <p>and Spelling</p> | <ul style="list-style-type: none"> • Statements Punctuation: • Finger spaces • Full stops • Capital Letters <p>Phonics: Revise phase 2/3 graphs and begin phase 4 - read and spell words with 3/4/5 consonants</p> <p>Technical Vocabulary Consolidate:</p> <ul style="list-style-type: none"> • Finger spaces • Letter • Word • Sentence • Full stops • Capital letter • Prepositions • Conjunctions (ABS and but because so) <p>Introduce:</p> <ul style="list-style-type: none"> • Speech bubble | <ul style="list-style-type: none"> • Many more • Those • These • Questions <p>Compound sentences</p> <p>Punctuation:</p> <ul style="list-style-type: none"> • Bullet points <p>Phonics: phase 4 adjacent consonants br cr dr fr gr pr tr bl cl fl gl pl sl sc sk sm sn sp st shr scr spl thr</p> <p>Polysyllabic words including</p> <ul style="list-style-type: none"> • Syllables • Compound words <p>Technical vocabulary</p> <ul style="list-style-type: none"> • Determiners • Conjunctions (ABS and but because so) | <ul style="list-style-type: none"> • Openers : • While • When • Where • Singular/ Plural • Prefix un- • Contractions <p>Punctuation:</p> <ul style="list-style-type: none"> • Question marks • Exclamation marks • Capital letters (proper nouns) & personal pronoun I <p>Technical vocabulary:</p> <ul style="list-style-type: none"> • Adjectives <p>Phonics:</p> <p>Phase 3/5 phonemes ch th sh ng qu ai/ay, ee/ea, igh/ie, oo/ew, ar/a oi/oy, ow/ou, ur/ir or/aw/au, oa/oe/ow, ,</p> | <ul style="list-style-type: none"> • Similes • Adverbs as openers- Suddenly, Quietly, Quickly • Complex sentences • Exclamations • Suffixes- ed/ ing/er <p>Punctuation:</p> <ul style="list-style-type: none"> • Question marks and exclamation marks <p>Phonics:</p> <p>Phase 3/5 phonemes ee/e-e, ie/i-e, oe/o-e, ue/u-e, a-e, w/wh, f/ph, i (tiger), o (nose), a (swan), g (giant), c (city), ea (bread), y (fly/pony), u (bull), ch (school/chef), mb, kn, gn, wr</p> <p>Technical vocabulary</p> <ul style="list-style-type: none"> • Simile - like • Adjectives | <p>Punctuation: commas in 2A sentences, use of apostrophes in contractions</p> <p>Phonics: revision of phase 4 adjacent blends and polysyllabic words, phase 3/5 revision and consolidation as necessary</p> | <p>Phonics: Phonics: revision of phase 4 adjacent blends and polysyllabic words, phase 3/5 revision and consolidation as necessary</p> |
| <p>Science</p> | <p>Why are Humans not like tigers?</p> <p>Investigation questions:</p> <p>-Can you leap like a tiger?</p> <p>-why do we have teeth?</p> <p>-what is camouflage for?</p> <ul style="list-style-type: none"> • 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 | <p>Why does it get dark earlier in winter?</p> <p>Investigation questions</p> <p>How do leaves change?</p> <p>How wild is the wind?</p> <p>How big is a raindrop?</p> <ul style="list-style-type: none"> • Observe changes across the four seasons; • Observe and describe weather associated with the seasons and how day length varies. • Identify and name a variety of everyday | <p>Which materials should the three little pigs have used to build their house?</p> <p>Investigation questions:</p> <p>-What keeps us dry?</p> <p>-How does it feel?</p> <ul style="list-style-type: none"> • Distinguish between an object and the materials from which it is made; • Identify and name a variety of everyday materials, including wood, plastic, glass, | <p>Which birds and plants would little red riding hood find in our garden in the spring?</p> <p>Investigation questions:</p> <p>Are all plants the same?</p> <p>What's in a bud?</p> <ul style="list-style-type: none"> • Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees; • Identify and describe the basic | <p>What tips would you give the lighthouse keeper in choosing a new boat and which clothes should he pack to take to the lighthouse?</p> <p>Investigation questions:</p> <p>How does it float?</p> <p>Does it snow in summer?</p> <ul style="list-style-type: none"> • Distinguish between an object and the materials from which it is made; • Identify and name | <p>Assessment of previous topics and units of work-revisiting and applying scientific skills and enquiry</p> <p>What different things can humans and animals do?</p> <p>Investigation questions:</p> <p>Why do we have 2 eyes?</p> <ul style="list-style-type: none"> • Identify & name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; • Identify and name a |

| | | | | | | |
|-------------------------|---|--|---|---|--|---|
| | <p>carnivores, herbivores and omnivores;</p> <ul style="list-style-type: none"> 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 human body is associated with each sense. | <p>materials, including wood, plastic, glass, metal, water and rock;</p> <ul style="list-style-type: none"> 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. | <p>metal, water and rock;</p> <ul style="list-style-type: none"> 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. | <p>structure of a variety of common flowering plants, including trees.</p> <ul style="list-style-type: none"> Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; | <p>a variety of everyday materials, including wood, plastic, glass, metal, water and rock;</p> <ul style="list-style-type: none"> Describe the simple physical properties of a variety of everyday materials; Observe changes across the four seasons; | <p>variety of common animals that are carnivores, herbivores and omnivores;</p> |
| <p>Geography</p> | <p>What is the geography of where I live? Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments; Use a number of GIS layers of <i>Google Earth</i> to identify and observe familiar physical and human geographical features of the immediate vicinity of their school; Identify and locate where they live in the United Kingdom in relation to the four nations of the country,</p> | | <p>Why do we love being beside the seaside so much? Identify and describe the main physical and human features of seaside environments; Provide reasons as to why it is important to protect living things at the seaside; Describe popular activities undertaken at the seaside; Identify, describe and categorise living things within a rock pool habitat; Identify, describe and offer reasons for the presence of pollution on a beach; Describe and explain how people can take greater care of the seaside environment;</p> | | <p>How does the weather affect our lives? Identify and describe the basic atmospheric elements of the weather; Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices; Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement; Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur;</p> | |

| | | | | | | |
|-----------------------|--|---|--|--|---|--|
| | <p>its largest cities and the continent of Europe; Using a range of layers in <i>Google Earth GIS</i> imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school; Understand that the many different uses of land observed in the local area can be grouped into a small number of categories; Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area;</p> | | <p>Describe and explain reasons why seaside holidays have changed in living memory; Identify, describe and offer reasons for European flight destinations from their nearest regional airport;</p> | | <p>Observe and offer reasons for the distribution of hot and cold places in the world; Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles; Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences; Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica; <i>PoL - presentation for parents</i></p> | |
| <p>History</p> | | <p><i>Local History - Whys is the history of my locality important?</i> Identify and describe the main features of the landscape and farmland around Flatford Mill and of Willy Lotts cottage; Identify through observation the similarities and differences of Willy Lotts cottage in 1825 and today; Compare and contrast the main differences between the lives of Constable, Gainsborough and Willy Lott; Give reasons as to why Constable and Gainsborough painted</p> | | <p><i>1960s toys - How do our favourite toys and games compare with those of children in the 1960s?</i> Compare, contrast and sequence historical events; make a personal timeline of their life to date; Identify through observation and discussion some of the most memorable events of the 1960s Identify and describe some of the most popular toys and games of the 1960s; Compare and contrast toys and games of the 1960s with those of today</p> | | <p><i>History Makers - Who is the greatest history maker?</i> Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom; Describe, reason and explain what it means for someone such as Guy Fawkes to make history, Identify, describe and explain how six significant people made history during their lifetime; Compare and contrast the achievements of these individuals,</p> |

| | | | | | | |
|--|--|---|---|--|--|--|
| | | Suffolk landscapes and/or portraits; Describe the life and achievements of John Constable and Thomas Gainsborough and give reasons to explain why their paintings are now remembered | | Describe and explain the cause of the major change to toys and games since the 1960s; | | Reflect upon what history makers might achieve during the remainder of this century |
| DT | | Mechanisms - sliders and levers Design, make and evaluate a moving storyboard to retell a fairy tale to the class PoL Share with EYS | | Preparing fruit and vegetables Design, make and evaluate a fruit snack. | | Make a junk instrument Design, make and evaluate a musical instrument made out of junk modelling |
| Art & Design Y1 Focus Artist: Andy Goldsworthy and Jasper Johns | Drawing Focus Artist: Jasper Johns <ul style="list-style-type: none"> Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, pastel, chalk. Develop a range of tone using a pencil - explore drawing techniques such as hatching, scribbling, stippling and blending to create light/ dark lines. Draw on different surfaces with a range of media. Draw using your imagination. Produce a expanding range of patterns and textures. Look closely at natural objects to produce a controlled drawing. | | Textiles Focus Artist: Marianne Kemp <ul style="list-style-type: none"> Begin to identify and describe different types, textures of fabric and materials. Learn how to thread a needle. Learn more than one type of stitch. Perhaps use Binca. Investigate weaving materials and processes by using a readymade loom e.g. plant frames, fencing, orange nets....Use natural and manmade materials. Learn techniques of wrapping and knotting. Teach the fabric resist process using oil pastel and Brusho. Create a group | • | Collage Focus Artist: Andy Goldsworthy, Richard Long and Patrick Heron <ul style="list-style-type: none"> Tear, overlap and stick using paper. Form lines using found/ natural materials & look at the work of Andy Goldsworthy. Develop to making circles in a similar way, looking at the work of Richard Long. Respond to the work of artist Patrick Heron. Identify hot and cold colours. Select, sort & stick. Encourage children to select and use materials for their tactile qualities e.g. create a piece of work that contrasts soft, warm & smooth | |

| | | | | | | |
|------------------|--|---|---|---|---|---|
| | | | <p>hanging using strips of material.</p> <p>PoL Art exhibition</p> | | <p>with cold and spiky. Another contrast might be dull/ shiny, dark/ light.</p> | |
| Music | <p>OURSELVES (3 weeks) Focus: Exploring sounds Subject link: English The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> <p>NUMBER (3 weeks) Focus: Beat Subject link: Mathematics The children develop a sense of steady beat through using movement, body percussion and instruments. PoL Music performance to Y2</p> | <p>WEATHER (3 weeks) Focus: Exploring sounds Subject link: Geography The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p> <p>SEASONS (3 weeks) Focus: Pitch Subject link: Science The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p> | <p>MACHINES (3 weeks) Focus: Beat Subject link: PSHE The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p>ANIMALS (3 weeks) Focus: Pitch Subject link: PE The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> | <p>PATTERN (3 weeks) Focus: Beat Subject link: Mathematics The children develop an understanding of metre - groups of steady beat - through counting, body percussion and reading scores.</p> <p>OUR BODIES (3 weeks) Focus: Beat Subject link: Science The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</p> | <p>OUR SCHOOL (3 weeks) Focus: Exploring sounds Subject link: Geography The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p> <p>STORYTIME (3 weeks) Focus: Exploring sounds Subject link: English The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> | <p>TRAVEL (3 weeks) Focus: Performance Subject link: PE The children develop their performance skills and learn songs about travel and transport from around the world.</p> <p>WATER (3 weeks) Focus: Pitch Subject link: Art The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> |
| PE | <p>Gymtrail activities</p> <p>Tennis including throwing and catching skills</p> | <p>Dance - (Based on ball, all, pin, twist shapes)</p> <p>Invasion games</p> | <p>Gymnastics - low apparatus</p> <p>Hockey</p> | <p>Dance</p> <p>Football</p> | <p>Gymnastics - high apparatus</p> <p>Athletics - running, jumping, throwing</p> | <p>Athletics - hurdles, relays,</p> <p>Sports Day activities</p> |
| Computing | <p>We are painters Illustrating an eBook</p> | <p>We are celebrating Make E-cards (Christmas)</p> | <p>We are treasure hunters Using programmable toys</p> | <p>We are TV chefs Filming the steps of a recipe</p> | <p>We are storytellers Producing a talking book</p> | <p>We are collectors Finding images using the web</p> |

Grey filled boxes indicate that a subject is not being taught explicating during that half term

Please note that the specific skills being focused upon by the year group in each subject will be mapped out with greater detail in STP/MTP planning.