



YEAR 1 CURRICULUM OVERVIEW



If you require any further information regarding our curriculum, please contact the school

| | Autumn Term 1 <i>All About Us and Around the World</i> | Autumn Term 2 <i>Space</i> | Spring Term 1 <i>Toys</i> | Spring Term 2 <i>Growing</i> | Summer Term 1 <i>Animals</i> | Summer Term 2 <i>Great Fire of London</i> |
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| Writing | Weeks 1-2 Focus: Postcard Text: Max and Lemon Around the World Weeks 3-5 Focus: Adventure Story Text: Wombat Walkabout Week 6 Focus: Narrative Text: The Queen's Hat | Weeks 1-3 Focus: Science Fiction Text: The Way Back Home Weeks 3-6 Focus: Leaflet Text: Ice Planet Week 7 Focus: Recount Topic: Planetarium Visit (recount) | Weeks 1-3 Focus: Traditional tale Text: Pinocchio Week 4-5 Focus: Report Text: Toys from the Past | Weeks 1-2 Focus: Poetry Text: When I am by myself Week 3-6 Focus: Information text Text: Seasons | Weeks 1-3 Focus: Narrative Text: The Storm Whale Weeks 4-6 Focus: Travel Journal Text: On Safari | Week 1: Assessment week Week 2 and 3 Focus: Poetry Text: Great Fire of London Weeks 4-5 Sammy the Street Dog (narrative) Weeks 6-7 Building a moving picture (instructions) |
| | SPAG focus: Capital Letters and Lowercase Letters Verbs Suffixes -ing Finger Spaces Writing Sentences | SPAG focus: Pronouns Noun Suffixes -s Prefixes un- Capital Letters and Full Stops Writing Sentences | SPAG focus: Singular Nouns Past and Present Verbs Suffixes -ed Capital Letters for the Days of the Week Writing Sentences | SPAG focus: Plural Nouns Noun Suffixes -es Compound Words Question Marks Sequencing Sentences | SPAG focus: Punctuating Sentences Nouns Suffixes -es Exclamation Marks Capital Letters for Names of People and Places Writing Question Sentences | SPAG focus: Joining Words and Clauses Using 'and' Suffixes -er Punctuating Sentences Writing Stories Writing Exclamation Sentences Joining Words and Clauses Using 'and' |
| Reading | Author: Julia Donaldson Text Type: Fiction Focus: Familiar Authors | Text: Space tortoise, Man on the Moon, Darkest Dark Text Type: Fiction We will retell, think of questions and discuss | Text: Toys in Space, Ugly Duckling, The Enormous Turnip. Text type: Fiction We focus in depth on essential reading skills | Text: A range of non-fiction plants and growing texts Text type: Non-fiction | Text: The tiger who came to tea, Paddington Text type: Fiction and Non-fiction | Text: Texts based on the Great Fire Of London Text type: Poetry We look at short stories and |

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| | <p>We share, explore, make predictions, compare and express preferences about the familiar British author Julia Donaldson.</p> <p>Learns to appreciate rhymes and poems, and to recite some by heart</p> | <p>adventures. We will explain what happens in the story, sequence events and start to infer.</p> | <p>such as predicting, explaining, sequencing and inferring across a range of different pieces and text types.</p> | <p>We explore a range of print types in more detail and learn how to find information from the texts.</p> <p>The children will learn how to search for information in simple tables and charts.</p> | <p>We look at short stories and information texts to build confidence with answering comprehension questions.</p> <p>The children will learn how to use pictures and vocabulary to support meaning. We will also continue to infer and explain.</p> | <p>information texts to build confidence with answering comprehension questions.</p> <p>The children will discuss vocabulary and link new words to words that are already familiar and explain in more detail.</p> |
| <p>Maths</p> | <p>Topic: Number - Place Value Children will use practical resources and visual models to explore numbers within 10:</p> <ul style="list-style-type: none"> • Sort and count objects • Count objects from a larger group • Represent objects as numbers • Recognise numbers as words • Count on from any given number • Say 1 more and 1 less • Count backwards within 10 • Compare groups by matching • Use fewer, same and more • Use less than, greater than and equal • Use the inequality symbols (> < =) to compare numbers • Order objects and numbers • Explore number lines <p>Topic: Number - Addition and Subtraction Children will use practical resources and visual models to explore adding and subtracting numbers within 10:</p> <ul style="list-style-type: none"> • Introduced to parts and wholes and the part-whole model • Write number sentences • Create addition and subtraction fact families (the eight facts) • Develop understanding and recall of number bonds to 10 | <p>Topic: Number - Place Value Children will build on their knowledge to explore numbers within 20:</p> <ul style="list-style-type: none"> • Count within 20 • Secure their understanding of 10 through using ten frames, bead strings and towers of cubes to draw attention to the fact 10 ones and 1 ten are equivalent • Develop their ability to instantly recognise (subitise) 10 without needing to count • Practise matching numbers to from 11-19 to visual representations to see the full 10 and part of the next 10 to support their place value understanding • Explore the differences and similarities of numbers 11-19 and use part-whole models to introduce them to portioning these • Use ten frames, bead strings and towers of cubes to draw attention to the fact 2 tens are equivalent to 20 • Apply their counting skills to find 1 more or 1 less than any numbers within 20 • Explore and use a number lines to 20 to count and estimate • Compare and order numbers to 20 <p>Topic: Number - Addition and Subtraction Children will use practical resources and visual models to explore adding and subtracting numbers within 20:</p> | <p>Topic: Number – Multiplication and Division Children will use practical resources and visual models to explore multiplication and division:</p> <ul style="list-style-type: none"> • Count in 2s, 10s and 5s • Recognise and add equal groups • Make arrays • Make doubles • Introduced to division through grouping and sharing to make equal groups <p>Topic: Number – Fractions Children will use practical resources and visual models to explore halves and quarters:</p> <ul style="list-style-type: none"> • Recognise and find half and a quarter of an object or shape • Recognise and find half and a quarter of a quantity <p>Topic: Geometry Children will use explore position and direction:</p> <ul style="list-style-type: none"> • Describe turns using the terms full, half, quarter and three-quarter • Describe position using left and right, forwards and backwards, above and below • Use ordinal numbers (1st, 2nd, 3rd, last, etc) <p>Topic: Number - Place Value Children will build on their knowledge to explore numbers within 100:</p> <ul style="list-style-type: none"> • Count from 50 to 100 | | | |

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| | <ul style="list-style-type: none"> • Explore addition through adding together, adding more and addition problems • Find parts of numbers and use this as an introduction to subtraction • Explore subtraction through taking away, crossing out, how many left and using a number line <p>Topic: Geometry Children will use practical resources and visual models to explore 2D and 3D shapes:</p> <ul style="list-style-type: none"> • Learn to recognise, name and sort 3D shapes such as cubes, cuboids, cylinders, pyramids, cones and spheres • Learn to recognise, name and sort simple 2D shapes such as triangles, squares, rectangles and circles • Use shapes to explore repeating patterns by saying the pattern aloud, considering which shapes come before or after, continuing the pattern and making their own | <ul style="list-style-type: none"> • Add by counting on and using number bonds • Find and make number bonds to 20 • Understand doubles and near doubles • Subtract using number bonds, counting backwards and finding the difference • Explore the relationship between addition and subtraction through related number facts • Explore missing number problems, using the idea of the inverse operation to 'undo' <p>Topic: Number - Place Value Children will build on their knowledge to explore numbers within 100:</p> <ul style="list-style-type: none"> • Count from 20 to 50 • Develop their understanding of multiples of 10 to 50 • Count by making groups of 10 • Group and partition tens and ones • Explore and use a number lines to 50 to count and estimate • Apply their counting skills to find 1 more or 1 less than any numbers within 50 <p>Topic: Measure Children will use standard and non-standard units to explore length, mass and volume:</p> <ul style="list-style-type: none"> • Compare lengths, heights, mass and vole using language such as 'longer /shorter/taller than', 'heavier/lighter' and 'more than/less than' • Measure length using objects • Learn to measure length in cm using a ruler • Measure mass using non-standard units such as cubes or bricks • Explore empty, full and nearly full as an introduction to volume and capacity • Measure volume using non-standard units such as cups • Compare capacity using inequality symbols (> < =) | <ul style="list-style-type: none"> • Continue to develop their understanding of multiples of 10 to 100 • Partition numbers within 100 into tens and ones • Explore and use a number lines to 100 to count and estimate • Apply their counting skills to find 1 more or 1 less than any numbers within 100 • Compare numbers within 100 <p>Topic: Measure Children will use practical resources and visual representations to explore money:</p> <ul style="list-style-type: none"> • Explore the concept of unitising- that one coin can represent a unified amount, eg: a 5p coin represents five 1p coins • Recognise coins • Recognise notes • Apply their knowledge of counting in 2s, 5s and 10s to count in coins <p>Topic: Measure Children will use practical resources and visual representations to explore time:</p> <ul style="list-style-type: none"> • Use time language such as 'before' and 'after' • Name and order the days of the week and months of the year • Introduced to hours, minutes and seconds • Tell the time to 1 hour • Tell the time to half the hour |
| Science | <p>Biology: The Human Body Children will build on their knowledge of the human body by identifying, naming, drawing and labelling parts of the body, including head, neck,</p> | <p>Biology: Planting Children will explore plant growth. In January, children will plant seeds. Due to the time of year, they will grow plants inside the classroom and</p> | <p>Biology: Plants Children will name and identify the roots, stem, leaves and flowers, including the petals, of a flowering plant. Using scissors, children will</p> |

arms, elbows, hands, legs, knees, feet, face, ears, eyes, nose, hair, mouth and teeth. They will develop their scientific enquiry skills by searching for patterns between age and length of feet. Children will engage in practical activities to explore the 5 senses.

Biology: Seasonal Changes

The children will explore the seasons of autumn and winter and the changes that take place. They will observe, collect and record data. As the year progresses, they will use this data to compare the similarities and differences between the seasons.

Chemistry: Materials

Children will explore and sort natural and man-made materials using their properties. They will explore rocks, using hand lenses to closely observe the properties and notice what is the same and what is different. Children will explore the difference between objects and the materials they are made from, naming the common object and identifying the materials it's made from. They will look explore the simple process of freezing and melting. They will carry out comparative tests to explore materials that float or sink, are absorbent or waterproof, are transparent, translucent or opaque.

should understand that although some plants can grow in colder months, they need to be kept in a warmer temperature to grow. In May, they will plant seeds outside, identifying that in spring the weather is becoming warmer, so the plants are able to grow outside. Children will regularly observe the process of their plant growth to understand how plants change and grow over time.

Biology: Animals

Children will explore the different animal groups and their features: mammals, birds, fish, amphibians and reptiles. They will use this knowledge to compare and group animals. They will explore animals that are herbivores, carnivores and omnivores.

Sustainability: Caring for the planet

Children will explore why it is important to care for our planet. They will consider the positive and negative impact they can have and use secondary sources to think about the wider world and the different ways they can help.

Biology: Seasonal Changes

Children will build on their learning of autumn and winter by exploring the season of spring. They will observe, collect and record data and use this to compare the similarities and differences between the seasons.

perform a simple plant dissection, using a range of different plants that have a variety of leaf shapes and flowers. Through grouping and classifying these parts, they will make generalisations and spot simple patterns between them. Children will name and identify common wildflowers and garden plants, identifying that wildflowers grow naturally whilst garden plants, are planted by humans and looked after by them. They will use this knowledge to identify plants in the local area. Children will identify and name tree parts, including the roots, trunk, branches, leaves and fruit. They will identify similarities and differences between different types of trees. They will explore deciduous and evergreen trees. They will use this knowledge to identify different types of trees in the local area

Biology: Planting

Children will explore how the seeds that they planted in the spring have changed over time. They will observe the growth of their plants and describe the changes. They will revise the parts of the plants and use the correct vocabulary when describing the changes. They will also recap the conditions needed for plant growth and plant their own fast-sprouting, edible plants.

Sustainability: Growing and Cooking

Children will explore how some plants can be grown and eaten for food. They will be introduced to farming, and how fruit and vegetables can be grown on a large scale as crops. Children will participate in practical work to create a simple meal from different fruit and vegetables, including those that they have planted themselves.

Biology: Seasonal Changes

Children will continue to build on their learning of seasons by exploring summer. They will observe, collect and record data and use this to compare the similarities and differences between the seasons. They will recap their learning of season

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| | | | | | as across the whole year to answer the enquiry question 'What are the main changes in each season?' | |
| Computing | <p><u>Internet safety</u> Children will learn how to use technology safely and respectfully. Children will identify where to go for help and support when they have concerns online. They will learn about what information is personal and what not to share online.</p> | <p><u>Computing systems and networks- Technology around us</u> Develop your learners' understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly</p> | <p><u>Creating media- Digital painting</u> Children will be exploring the world of digital art and its exciting range of creative tools. We will be empowering them to create their own paintings, while getting inspiration from a range of other artists. We will then conclude by asking them to consider their preferences when painting with, and without, the use of digital devices</p> | <p><u>Programming A-moving a robot</u> In Computing the children are going to using beebots to create different routes. They be learning how to use the different buttons on the beebot and will be creating a simple set of instructions.</p> | <p><u>Data and information- grouping data</u> During this unit, learners will be logging on to the computers, opening their documents, and saving their documents. This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p> | <p><u>Creating media- digital writing</u> Children will be learning about digital writing. They will be learning to type and will know how to remove text and images from a document. They will be familiar with the keys on a keyboard and how to use capital letters and punctuation.</p> |
| History | | <p><u>Significant individuals</u> Linking into our space topic we learn about Neil Armstrong and why he is significant in History. We also look at other explores in history such as Ibn Christopher Columbus then compare them. We will also focus on Tim Berners-Lee and</p> | <p><u>Toys</u> We look at changes within living memory by comparing toys from the past and now. We also focus on Victorian toys and look at the local history of Wolverton by visiting Milton Keynes Museum.</p> | | | <p><u>The Great Fire of London</u> We will learn about the events that took place, look at the similarities and differences between life then and life now and learn about why the fire lasted for so long.</p> |

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| | | William Caxton learning about their achievements and why they are significant. | | | | |
| Geography | <u>Where do I live?</u> The children will first learn about the geographical features of our local area and locate popular areas on a simple map. The children will then name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. | | | <u>Continents</u> We will name and locate the world's seven continents, use world maps, atlases and globes to identify the seven continents and use basic geographical vocabulary to refer to key physical features. | <u>Oceans</u> We will learn about the 5 oceans, locate them on globes and maps. Then learn about how some factors are damaging the oceans and how we can protect them in the future. | |
| RE | | <u>Believing- Christianity</u> The children will start to discuss their own beliefs and learn that we might not all have the same faiths. They will begin to understand the beliefs of Christians and learn about key features of a Christian church. | | <u>Belonging- Christianity</u> Children will learn about the importance of Easter to Christians and why they celebrate Easter. | | <u>Behaving- Christianity</u> We will learn about the 12 disciples, the parable of the good Samaritan and the role of church leaders. |
| PSHE | <u>Belonging</u> The children will discuss different groups they belong to and why being kind is important. They will discuss unkind behaviour and how to make the correct choice. | | <u>Living in the wider world</u> The children will look at their own qualities and how they would like to develop. They will talk about jobs people can do and what they would like to achieve in the future. | | <u>Health and Wellbeing</u> The children will learn how to make healthy choices about food, drink, exercise and sleep. To learn how to keep their bodies clean and safe. | |
| Art | <u>Spirals</u> In this pathway children are enabled to build an | | . | <u>Exploring water colour</u> | <u>Making birds</u> In this pathway children continue to develop | |

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| | <p>understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make.</p> <p>Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings.</p> | | | <p>In this pathway Year 1 will be exploring the works of Paul Klee and Emma Burleigh. They will be learning that watercolour paint has special characteristics. We will use the elements of surprise and accident to help us create art. We will be developing our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery.</p> | <p>their understanding of sculpture and build their making skills. The exploration starts with careful looking and drawing, and from this "grounded" basis children are encouraged to take creative risks by using experimental mark-making with a variety of media. Children are then invited to explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure. Children explore balance to finally create an individual bird. The class birds can then be brought together to make a "flock" – with each child's artwork valued as part of the whole.</p> | |
| <p>Design Technology</p> | | <p><u>Space buggy</u> The children will learn about how a moving vehicle works and the different features. They will then design and create their own moving space buggy.</p> | <p><u>Teddy Bears Picnic</u> The children will learn about where food comes from then design and create their own cheese straws and healthy dips.</p> | | | <p><u>Moving picture</u> The children will be designing and producing their own moving picture based on the Great Fire of London. They will learn about different mechanisms and then test them to see which is the most effective. They will recreate a</p> |

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| | | | | | | scene from the Great Fire of London. |
| Music | <p><u>Ourselves</u> Create and place vocal and body percussion sounds. Explore descriptive sounds. Keep a steady beat on instruments. Create word rhythms. Perform word rhythms with movement.</p> | <p><u>Space</u> Explore duration - Learn how to use our voice to make a variety of long and short sounds. Respond to long and short sounds through movements. Improvise descriptive music. Control duration and dynamics using voices, body percussion and instruments.</p> | <p><u>Keeping a steady beat</u> Using the theme of toys and machines, the children will explore beat through using movement, body percussion and instruments. They will combine a steady beat with word rhythms and explore changes in tempo/speed.</p> | <p><u>Pitch</u> During this half term, the children will explore the musical dimension of pitch. Using the story of Jack and the Beanstalk, we will use pitch to describe events and characters. Learning about the seasons, we will explore changes in pitch and respond to them with movements and vocal sounds.</p> | <p><u>Animals</u> Understand pitch by singing a song with contrasting high and low melodies. Identify and play high and low pitches in music. Make a steady beat with voices and body percussion. Count a steady beat in patterns of 2,3 and 4 beats (metre).</p> | <p><u>The Great Fire of London</u> Learn popular songs around 1666. Keep the pulse in songs and rhymes. Play fast, slow, loud, quiet. Creating music that matches an event in a story.</p> |
| PE | <p><u>Multi-skills</u> In PE the children will be looking at how exercise affects the body through multi skills. The children will be learning rugby, football, hockey, and basketball skills. The children will then move on to team games using the skills previously taught such as passing and dribbling.</p> | | <p><u>Dance, striking and fielding and net and wall tennis</u> In PE the children will be focusing on 'dance' where they will be exploring different movements and learning to move their bodies to the beat. In Games they will be looking at striking and fielding and net and wall tennis. The children will learn how to hold and use a racket.</p> | | <p><u>Athletics and striking and feeling</u> In athletics children will learn how to run, jump and throw. During striking and fielding lesson children will be applying their multi-skills to games.</p> | |
| Enrichment | <p><u>Science and Maths Day</u> We will be spending a whole day dedicated to fun and engaging activities.</p> | <p><u>Planetarium</u> To support our topic about space a Planetarium will come into school and the children will learn about the constellations and learn more about the moon landing.</p> | | <p><u>World Book Day</u></p> | <p><u>Cotswold Wildlife Park</u> To support our 'Animal' topic we will be visiting the park where the children will learn more about wild animals and their habitats.</p> | <p><u>Career Visitors</u> A couple of visitors will be visiting Wyvern to describe to the children what they do as part of their professions.</p> <p><u>Sports Day</u></p> |