



# Year 1 Curriculum Overview

	<b>Autumn 1</b> <b>Lend a Helping Hand</b>	<b>Autumn 2</b> <b>Be Kind</b>	<b>Spring 1</b> <b>Curious Cats</b>	<b>Spring 2</b> <b>Be Aspirational</b>	<b>Summer 1</b> <b>Caring for Our World</b>	<b>Summer 2</b> <b>Be Adventurous</b>
<b>Enrichment</b>	Hindu Visitor  Autumn Sense Walk	Visit to St. Lawrence Church  Visit to Windsor Castle  <b>Topic Art Project:</b> <b>3D Rockets</b>	Mini Detectives Day	Canons Park (Magical Garden)  <b>Topic Art Project:</b> <b>Mini Beast Garden</b>	A Walk in Our Local Area	SEA Life London Aquarium  <b>Topic Art Project:</b> <b>Mini Aquarium</b>
<b>English</b>	<b>Genres/writing focus:</b> <b>Retell</b> Narrative A message  <b>Text:</b> Old Bear by Jane Hissey	<b>Genres/writing focus:</b> Narrative: A Traditional Tale  Instructions: How to catch a witch  <b>Text:</b> Rapunzel by Bethan Woollvin	<b>Genres/writing focus:</b> Narrative: A Detective Story Recount: Letters  <b>Text:</b> Hermelin by Mini Grey	<b>Genres/writing focus:</b> Narrative: A Portal Story Information: Wild Things  <b>Text:</b> Where the Wild Things Are by Maurice Sendak	<b>Genres/writing focus:</b> Narrative: A Return Story Recount: Postcards  <b>Text:</b> The Secret of Black Rock by Joe Todd-Stanton	<b>Genres/writing focus:</b> Narrative: A Hunting Story Instructions: Recipes  <b>Text:</b> The Last Wolf by Mini Grey
<b>Maths</b>	<b>Place Value (within 10):</b> Sort and count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number	<b>Addition &amp; Subtraction (within 10):</b> Find a part Subtraction - find a part Fact families - the eight facts Subtraction - take away/cross out (how many left?)	<b>Addition &amp; Subtraction (within 20):</b> Add by counting on Add ones using number bonds Find and make number bonds Doubles Near doubles	<b>Place Value within 50:</b> Numbers to 50 Counting forwards and backwards within 50 Tens and ones Represent numbers to 50	<b>Number: Multiplication and Division</b> Count in 2s, 5s, 10s Make equal groups Add equal groups Make arrays Make doubles	<b>Place value (within 100):</b> Counting to 100 by making 10s Counting to 100 Counting forwards/backwards within 100

	<p>1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line</p> <p><b>Addition &amp; Subtraction (within 10):</b> Introducing parts and wholes Part-whole model (with images and objects) Write number sentences Addition symbol Fact families (addition facts) Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Addition - add together Addition - add more</p>	<p>Subtraction - take away (how many left?) Subtraction on a number line Add or subtract 1 or 2</p> <p><b>Geometry (Shape):</b> Recognise and name 2-D shapes Sort 2-D shapes Recognise and name 3D shapes Sort 3-D shapes Patterns with 3-D and 2-D shapes</p> <p><b>Place Value (within 20)</b> Count within 20 Understand 10 Understand 11 to 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare and order numbers to 20</p>	<p>Subtract ones using number bonds Subtraction - counting back and finding the difference Related facts Missing number problems</p> <p><b>Place Value (within 50):</b> Count from 20 to 50 20,30, 40 and 50 Count by making groups of tens Groups of tens and one Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less</p>	<p><b>Measurement: Length and Height</b> Compare lengths and heights Measuring lengths using objects Measure lengths in centimetres</p> <p><b>Measurement: Mass and Volume</b> Heavier and lighter Measure mass Compare mass Full and Empty Compare volume Measure capacity Compare capacity</p>	<p><b>Number: Multiplication and Division</b> Count in 2s, 10s and 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups – sharing</p> <p><b>Number - Fractions:</b> Recognise a half of an object or a shape Find a half of an object or a shape Recognise a half of a quantity Find a half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity</p> <p><b>Geometry (Position and Direction):</b> Describe turns Describe position - left and right, forwards</p>	<p><b>Place value (within 100):</b> Counting from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more 1 less Compare number with the same number of tens Compare any two numbers</p> <p><b>Measurement: Money</b> Unitising Recognising coins Recognising notes Count in coins</p> <p><b>Measurement: Time</b> Before and after Days of the week Months of the year Hours, minutes, and seconds Tell the time to the hour Tell the time to the half hour</p>
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<b>Science</b>	<p><b>Topic: Animals including Humans (Ourselves)</b></p> <p>Key Learning Objectives To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Experiment: Five senses experiment (Autumn Walk) using senses to explore environment</p> <p>Working Scientifically Focus: Noticing patterns over time</p>	<p><b>Topic: Everyday Materials (Marvellous Materials)</b></p> <p>Key Learning Objectives To 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</p> <p>Experiment: Building a house for the three little pigs using different types of materials</p> <p>Working Scientifically Focus: Grouping and classifying things</p>	<p><b>Topic: Seasonal changes (Wonderful Weather)</b></p> <p>Key Learning Objectives To observe changes across the four seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies.</p> <p>Experiment: Ice experiment Rainbow experiment</p> <p>Working Scientifically Focus: Observing changes over a period of time</p>	<p><b>Topic: Plants (What's Growing in Our Gardens?)</b></p> <p>Key Learning Objectives To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Experiment: Plant life cycles: Growing cress/plants</p> <p>Working Scientifically Focus: Carrying out simple comparative tests</p>	<p><b>Topic: Everyday materials (Let's build)</b></p> <p>Key Learning Objectives To distinguish between an object and the material from which it is made</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Experiment: Float or Sink Experiment</p> <p>Building bridges using a range of materials</p> <p>Working Scientifically Focus: Finding things out using secondary sources of information</p>	<p><b>Topic: Animals including Humans (Animals)</b></p> <p>Key Learning Objectives To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Working Scientifically Focus: Grouping and classifying things</p>
<b>Computing</b>	<p><b>Online Safety (Unplugged)</b></p> <p>Pupils work collaboratively with teacher to establish a set of rules for staying safe online. They will gain a deeper understanding of why it is important to treat</p>	<p><b>We are Treasure Hunters</b></p> <p>Pupils explore how to create an algorithm using a treasure hunt. They will then record these instructions clearly and in writing whilst continuing to explore whether they are clear and concise.</p>	<p><b>We are Detectives</b></p> <p>Pupils will use Popplet on iPads to work with a set of data on pirates and will learn how data is structured as records with fields for information. They will understand how data can be organised into groups and subgroups</p>	<p><b>We are Publishers</b></p> <p>Pupils will use Book Creator on iPads to create a multimedia eBook about what they enjoy and have achieved. They will decide what content to include, add titles to their book, add images and record audio</p>	<p><b>We are TV Chefs</b></p> <p>Pupils will produce short videos of themselves making a healthy meal or snack in the style of a TV chef using an iPad camera and/or iMovie.</p>	<p><b>We are Digital Artists</b></p> <p>In this unit pupils use iPads (Brushes Redux and Autodesk SketchBook apps) to create paintings inspired by the work of famous artists. They will learn to select colours and brushes, create a range of artwork and learn to</p>

	<p>people with kindness online.</p> <p>They will learn the basic principles of what the internet is and its positives and negatives.</p> <p>Pupils discuss personal information and why it is important to protect.</p> <p>They will be taught how to be a 'digital citizen' – being respectful.</p> <p>Pupils will learn how to play safely and why it's important.</p>	<p>Pupils will be taught to programme and manoeuvre Bee-Bots accurately. They will then work to debug a Bee-Bot that has been programmed incorrectly</p>	<p>and how data can be structured as a tree or organised into a table. Then how that data in a table can be filtered and searched.</p>	<p>commentary for it. The Pupils will learn to copy images from elsewhere and will change colour and font too.</p>		<p>use the undo function if they make a mistake. Pupils will also use multiple layers in their art and transform those layers.</p>
<b>Geography / History</b>	<p><b>How am I making History?</b></p> <p><b>Key Question:</b> What was it like being a child in the past and what is it like now?</p> <p><b>Focus:</b> pupils gain an introduction to historical terminology and how this is useful to understanding their role in history. For example: timelines, chronology, change, time capsule.</p>	<p><b>What is a monarch?</b></p> <p><b>Key Question:</b> What is a monarch and how has their role changed?</p> <p><b>Focus:</b> the children will explore some of the most famous monarchs of the UK including William the Conqueror. They will explore the role of a monarch and the special coronation ceremony.</p>	<p><b>What is the weather like in the UK?</b></p> <p><b>Key Question:</b> What different weather can we find in the UK?</p> <p><b>Focus:</b> pupils will identify seasonal and daily patterns in the UK. They will understand the differences between the types of weather experienced in different seasons in the UK.</p>	<p><b>How have toys changed?</b></p> <p><b>Key Question:</b> What was it like for children in the past compared to now?</p> <p><b>Focus:</b> pupils will identify what changes over time. Exploring what life was like as a child in the past and what it is like now. Comparing then and now.</p>	<p><b>What is it like here?</b></p> <p><b>Key Question:</b> What can I locate and identify in my local area?</p> <p><b>Focus:</b> pupils will explore their local areas using maps and aerial photographs linking Whitchurch Primary School to local landmarks.</p>	<p><b>Where am I in the United Kingdom?</b></p> <p><b>Key Question:</b> What different elements can I identify about the UK?</p> <p><b>Focus:</b> pupils will name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. They will begin looking at some physical and human features in the UK and will learn the difference between the types of features.</p>

<b>R.E.</b>	<p><b>Hinduism</b> <i>Key Question: How and why do Hindus celebrate Diwali?</i></p> <p>What is my favourite part of Diwali? OR What is my favourite part of my religious festivals?</p> <p>WALT: understand the meaning of the story of Rama and Sita. WALT know how Hindus celebrate the festival in different ways.</p>	<p><b>Christianity</b> <i>Key Question: What is the story of the Nativity?</i></p> <p>How can I look after guests in my house? How would I feel if I had nowhere to sleep?</p> <p>WALT: know the main events of the story of the Nativity and what it teaches us about how to treat people.</p>	<p><b>Hinduism</b> <i>Key Question: How do Hindus celebrate important life events?</i></p> <p>How do my family celebrate the birth of a baby? Do my parents or other relatives have pictures of their weddings? How were these celebrations special for them?</p> <p>WALT: know the significance of the Hindu ceremonies to celebrate births, coming of age and weddings.</p>	<p><b>Christianity</b> <i>Key Question: How is Easter related to Spring?</i></p> <p>How do I feel when winter ends and Spring starts? Does my religion have a spring festival?</p> <p>WALT: know the different ways Christians celebrate Easter and to recognise that the symbols of Easter are also symbols of spring.</p>	<p><b>Judaism</b> <i>Key Question: Why do Jewish people have Shabbat?</i></p> <p>Do I have a special day of the week in my religion? How is it different to the rest of the week?</p> <p>WALT: know how Jewish people celebrate Shabbat and to recognise the different artefacts used during the day.</p>	<p><b>Comparison Topic</b> <i>Key Question: Is it important to have a day of rest?</i></p> <p>Christianity / Islam / Hinduism</p> <p>What would I enjoy about a day of rest? How would I choose to spend my “day of rest”?</p> <p>WALT: recognise the similarities and differences between days of rest for different religions.</p>
<b>Art / DT</b>	<p><b>Art:</b> Self-Portrait (Drawing/Form)</p> <p>Investigate famous self-portraits</p> <p>Collage to create a self-portrait</p> <p>Investigate the different kinds of sketching pencils</p> <p>Investigate different paints</p> <p>Create own self-portrait create a self-portrait from clay</p>	<p><b>DT:</b> Structures Baby Bear’s Chair</p> <p>Learning about different types of structures, found in the natural world and in everyday objects.</p> <p>Making a structure according to design criteria.</p> <p>Creating joints and structures from paper/card and tape.</p>	<p><b>DT:</b> Cooking &amp; Nutrition (Smoothies)</p> <p>Designing smoothie carton packaging by hand.</p> <p>Chopping fruit and vegetables safely to make a smoothie.</p> <p>Juicing fruits to make a smoothie. Identifying if a food is a fruit.</p> <p>Learning where and how fruits and vegetables grow.</p>	<p><b>Art:</b> Earth Art (Pattern)</p> <p>Explore ways of painting on rocks</p> <p>Make sculptures with sticks and twigs</p> <p>Make animal pictures with leaves</p> <p>Weave with natural materials</p> <p>Making mandalas</p> <p>Collage using natural materials</p>	<p><b>Art:</b> Colour Creations (Colour/Famous Artist)</p> <p>Exploring and identifying primary colours</p> <p>Mix primary colours to create secondary colours</p> <p>Create light and dark shades of colours</p> <p>Research and produce art based on the work of Kandinsky</p>	<p><b>DT:</b> Mechanisms Making a moving story book</p> <p>Explaining how to adapt mechanisms, using bridges or guides to control the movement.</p> <p>Designing a moving storybook for a given audience. Following a design to create moving models that use levers and sliders.</p> <p>Testing a finished product, seeing whether</p>

	<i><b>Focus:</b> pupils will explore how to use a combination of different tools and observational drawing to create an image of themselves</i>	Building a strong and stiff structure by folding paper. Comparing the stability of different shapes. Testing the strength of their own structures.  <i><b>Focus:</b> pupils will create a chair for Baby Bear and produce a model that supports a teddy, using the appropriate materials and construction techniques</i>	Tasting and evaluating different foods. Describing appearance, smell and taste.  Suggesting information to be included on packaging.  <i><b>Focus:</b> pupils will explore different types of fruit and using tools and equipment to make smoothies</i>	<i><b>Focus:</b> pupils will explore ways of using natural materials to create collages and sculptures</i>	<i><b>Focus:</b> pupils will be introduced to primary colours and colour mixing.</i>	it moves as planned and if not, explaining why and how it can be fixed.  Evaluation of book <i><b>Focus:</b> pupils will be designing and constructing their own moving story book by following a design using a variety of materials</i>
<b>Music</b>	<b>Duration</b>  Creating vocal sound effects.  Singing with actions and pitch awareness.  Developing instrumental playing techniques.  Playing simple rhythms on untuned percussion instruments.  Developing ensemble playing skills.	<b>Christmas Carols</b>  Singing with actions, pitch awareness and good voice projection.  Singing from memory.  Responding to visual directions.  Performing in time with the music.	<b>Pulse and Rhythm</b>  Following rhythmic notation (semibreve, minim, crotchet, paired quavers).  Combining beat and rhythm.  Accompanying songs with rhythmic ostinati (repeated patterns).  Changing the speed and length of the beat.  Developing ensemble skills.		<b>Pitch</b>  Singing, counting in and responding to simple visual directions.  Playing the C major scale creating rhythm and pitch patterns.  Playing tuned percussion instruments.  Following pictures and symbols to guide singing and playing.  Improving ensemble skills.	

<b>Indoor P.E.</b>	<b>Team Building</b>  Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.	<b>Gymnastics</b>  In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	<b>Movement</b>  Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	<b>Yoga</b>  Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.	<b>Fitness</b>  pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.	<b>Sending and Receiving</b>  Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.
<b>Outdoor P.E.</b>	<b>Fundamentals</b>  Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils	<b>Ball Skills</b>  Pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the	<b>Target Games</b>  In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and	<b>Invasion Games</b>  Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn	<b>Athletics</b>  Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and	<b>Net and Wall</b>  Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to

	will work collaboratively with others, taking turns and sharing ideas.	opportunity to work independently and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	against others. They are given opportunities to work collaboratively as well as independently.	use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others
<b>PSHE</b>	<b>Being me in my World</b>  Special and Safe  My Class  Rights and Responsibilities  Rewards and Feeling Proud  Consequences  Owning our Class Charter	<b>Celebrating Differences</b>  Similarities and differences  Understanding bullying and knowing how to deal with it  Making new friends  Celebrating the differences in everyone	<b>Dreams and Goals</b>  Setting goals  Identifying successes and Achievements  Learning styles  Working well and celebrating achievement with a partner  Tackling new challenges  Identifying and overcoming Obstacles  Feelings of success	<b>Healthy Me</b>  Keeping myself healthy  Healthier lifestyle choices  Keeping clean  Being safe  Medicine safety/safety with household items  Road safety  Linking health and happiness	<b>Relationships</b>  Belonging to a family  Making friends/being a good friend  Physical contact preferences  People who help us Qualities as a friend and person  Self-acknowledgement  Being a good friend to myself  Celebrating special relationships	<b>Changing Me</b>  Life cycles – animal and human  Changes in me  Changes since being a baby  Differences between female and male bodies (correct terminology)  Linking growing and learning  Coping with change Transition
<b>French</b>	Greetings extended for each time of the day. Numbers 1 to 20 Colours extended. Learn month of the year and dates		Classroom instructions Parts of the body and face. Playing Simon says.		Fruit and veg Expressing opinions: likes and dislikes Role plays: learning how to ask for things politely (please and thank you	



