

Year 1 Curriculum Overview 2020-2021 KAPSC

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Main Theme	Superheroes	Bright Lights, Big City	Moon Zoom	Enchanted Forest	Dinosaurs	Rio de Vida
Educational Visits						
Safeguarding Awareness	<ul style="list-style-type: none"> Being aware of similarities and differences within different cultures and traditions Trips - Stranger danger, terror attacks, use of escalators E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure 	<ul style="list-style-type: none"> Stranger danger link to opening doors to strangers. Materials- ensuring they are safe whilst exploring different textured materials. Chn to learn about the hazards to different materials (such as flammable or inflammable materials) Keeping safe from animals Using different tools to make models/structures Trips - Stranger danger, terror attacks, use of escalators Fire safety whilst using candles (link to Diwali, Dhamodar) E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation 	<ul style="list-style-type: none"> Using different tools to make models/structures Trips - Stranger danger, terror attacks, use of escalators E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure 	<ul style="list-style-type: none"> Trips - Stranger danger, terror attacks, use of escalators E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure 	<ul style="list-style-type: none"> Trips - Stranger danger, terror attacks, use of escalators E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure 	<ul style="list-style-type: none"> Trips - Stranger danger, terror attacks, use of escalators E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation procedure; starch fields evacuation and lockdown procedure

		<p>procedure; starch fields evacuation and lockdown procedure</p> <p>Link to Dhruva Maharaj's story- about running away from home. Chn to learn about the risks involved.</p>				
<p>English (Spoken Language, Reading, Writing, Handwriting)</p>	<p style="text-align: center;"><u>Text</u></p> <p>Ten Rules of Being a Superhero Megaboy Supertato Ananzi tales BHM</p> <p>Genre: Comparing between Non-Fiction and Fiction Simple recount Lists Repetitive patterns Descriptive writing Stories from other cultures Drama Simple instruction writing</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place <p><u>Phonics/ Spelling</u> phoneme-to-grapheme correspondences (PGCs) in a systematic Consolidate phase 2-3 sounds Developing set 4-5</p> <p>BA set 2 revision teach - The sounds /f/, /l/, /s/, /z/</p>	<p style="text-align: center;"><u>Text</u></p> <p>We Completely Must go to London Katie in London Samuel Pepvs (history link) This is London</p> <p>Genre: Familiar settings, repeating patterns Recount 1st person narrative/diary writing Descriptive writing Drama Non-fiction account</p> <p>Diwali week-story of Ramayana Christmas- Xmas week</p> <p><u>Poetry:</u> Rhyming and Patterns, funny Poems Repetitive patterns</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • secure to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 <p><u>Phonics</u> Consolidate phase 3</p>	<p style="text-align: center;"><u>Text</u></p> <p>Where the Wild Things Are Beegu The Moon landing Man on the Moon</p> <p>Genre: Questions 5 W's Character descriptions Story maps Retell Non-fiction/information booklets Letter writing Reporting</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • form capital letters correctly • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these <p><u>Phonics</u> Consolidate phase 4 Focus phase 5</p> <p>Vowel digraphs and trigraphs</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p>	<p style="text-align: center;"><u>Text</u></p> <p>Lost and Found Hansel and Gretel Non-Fiction Animals Animal Poems</p> <p>Genre: Descriptions Reporting Mapping linked to instructions Past tense 1st person narrative Information texts (researching and developing the use of a headings) Easter week</p> <p><u>Poetry:</u> Humorous Poems: express ideas creatively, animal poems</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these <p><u>Phonics</u> <u>Consolidate all phase 2, 3,4 and 5</u></p>	<p style="text-align: center;"><u>Text</u></p> <p>If the Dinosaurs Came Back Danny the Dinosaur Dinosaurs Love Underpants</p> <p>Genre: Role play Descriptive writing Answering questions Sequencing Story maps Recount Retell</p> <p>Ratha Yatra Week</p> <p><u>Poetry:</u> Acrostic poem Rhyme, alliteration</p> <p><u>Handwriting</u> Cursing writing follow ACS Handwriting policy</p> <p><u>Phonics</u> <u>Consolidate all phase 2, 3,4 and 5</u></p> <p><u>Comprehension:</u> to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be</p>	<p style="text-align: center;"><u>Text</u></p> <p>Two Can Toucan If I ran the Rainforest We're Roaming the Rainforest Rites of Passage https://www.youtube.com/watch?v=29fIGIr0cuQ A Trip to the Rainforest (audio)</p> <p>Retell Postcards, Questions Holiday Brochures for the rainforest Story map Recount fact file Character description</p> <p><u>Handwriting</u> Cursing writing follow ACS Handwriting policy</p> <p><u>Comprehension:</u> to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p> <p>Compound words Common exception words</p>

	<p>and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k/</p> <p>A-ay/ee/ow/ow/oo/oo/ar/or /air/ou/oy</p> <p>Division of words into syllables</p> <p>Common exception words</p>	<p>Focus phase 4-5</p> <p>oe/au/ey/a-e/e-e/i-e/o-e/u-e/zh</p> <p>past tense</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p>Common exception words</p>	<p>New consonant spellings ph and wh</p> <p>Common exception words</p>	<p>Vowel digraphs and trigraphs</p> <p>Using k for the /k/ sound</p> <p>Compound words</p> <p>Common exception words</p> <p>Past tense</p>	<p>able to draw on such grammar in their own writing.</p> <p>Adding the prefix –un and suffix est, ed, er</p> <p>Common exception words</p>	
Maths	<p><u>Number and Place value</u></p> <p><u>Number: Addition and Subtraction</u></p>	<p><u>Number: Addition and Subtraction</u></p> <p><u>Geometry: Shapes and Patterns</u></p> <p><u>Number: Place value,</u></p>	<p><u>Number-Place Value</u></p> <p>Time</p> <p><u>Number - Exploring calculations strategies within 20</u></p> <p><u>Numbers to 50</u></p>	<p><u>Number: Addition and Subtraction</u></p> <p><u>Number: Fractions</u></p> <p><u>Measures: Length/height and mass</u></p>	<p><u>Number: number 50-100 and beyond</u></p> <p><u>Number – addition and subtraction beyond 20</u></p> <p><u>Money</u></p> <p><u>Number: Multiplication and Division</u></p>	<p><u>Number: Multiplication and Division</u></p> <p><u>Measurement: capacity and volume</u></p>
Science	<p><u>Investigative skills</u></p> <p>Follow instructions to complete simple tests individually and in groups</p> <p>Explain with help what they think they have found out</p> <p>Talk about their findings and explain what they have found out</p>	<p><u>Physical processes</u></p> <p>Identify and talk about products that use electricity</p> <p>Recognise that electricity can be dangerous</p>	<p><u>Materials and their properties</u></p> <p>Group and sort materials according to their simple properties</p> <p>Name a range of everyday materials</p> <p>Describe the properties of a material</p> <p>Compare 2 or more materials for their performance of a particular task</p> <p>Identify some materials that help physical processes</p>	<p><u>Life processes and green plants</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. •</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Variety of common wild and garden</p>	<p><u>Animals, including humans</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety</p>	<p><u>Seasonal Changes</u></p> <p>Sensing Seasons: observe and describe changes across the four seasons. Working scientifically by making careful observations, asking and answering questions and gathering and interpreting data,</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies</p>

			To explain with support what has been found out	plants etc. working scientifically by making careful observations, classifying, grouping and comparing evidence from the natural world.	of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Looking at animals; common animals: carnivores, herbivores and omnivores. working scientifically by making careful observations, gathering and recording data to answer questions.	
History	<p>History: Changes within living memory Changes in their own lives to be able to talk about things that happened when they were little Toys change over the time To ask and answer questions about old and new objects, to spot old and new objects in a picture, to spot old and new objects in a picture</p> <ul style="list-style-type: none"> To answer questions using an artefact/photograph provided answer questions using an artefact/photograph provided, to put objects in chronological order (recent history) <p>Key vocabulary; old, new, a long time ago, past, present to be able to talk about things that happened when they were little</p>	<p>History: Events beyond living memory that are significant nationally or globally: Knowledge and understanding of events, people and changes due to past events from the history of Britain National/religious festivals or anniversaries</p> <p>To spot old and new objects in a picture, to answer questions using an artefact/photograph provided, to spot old and new objects in a picture, to be able to enquiry now and then</p> <p>Great Fire of London</p> <p>Key vocabulary; Past, timeline, chronological, question, research, present, time,</p>	<p>History: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>To appreciate that some famous people have helped our lives to be better today How to find out about the past from a range of sources of information Recognise why people did things, why events happened and what happened as a result Place events in chronological order</p> <p>Moon Exploration – Neil Armstrong</p> <p>Key vocabulary; Explore, impact, world event, change, achievements,</p>			

	Shila Prabhu Pada					
Geography	<p><u>Geography Knowledge and understanding of environmental change and sustainable development</u> Recognising changes in the local environment and how these can be improved and sustained Key words: Recycle, sustainability, pollution, recycling sites</p>			<p><u>Geography Place Knowledge and Human & physical geography: Locational Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <u>Skills & Field work</u> Use world maps, atlases and globes to identify the United Kingdom and its countries Locating and naming the four countries of the United Kingdom Exploring the flags of the four countries of the United Kingdom Exploring and comparing an urban and countryside environment Exploring and using maps to locate places Use simple locational language to refer to; key physical features, including, forest, hill, mountain, soil, valley, vegetation,</p>	<p><u>Geography Geographical enquiry and skills</u> Use globes, maps, and plans at a range of scales, use secondary sources of information, <u>Knowledge and understanding of places</u> identify and describe where places are, recognise how places are linked to other places in the world Identify countries, continents and oceans, weather patterns and geographical vocabulary</p>	<p><u>Geography Knowledge and understanding of patterns and processes</u> Make observations about where things are located Recognise changes in physical and human features Seasons and weather patterns, similarities and differences <u>Knowledge and understanding of places, patterns and processes</u> Recognise how places compare with other places Recognise how places are linked to other places in the world Recognise changes in physical and human features comparing physical and human geographical locations – Brazil Rainforests V London – climate and physical features using aerial views, the effects of pollution on our world (compare environments, endangered animals). Greta Thunberg</p>

				key human features, including: city, town, village, factory, farm, house, office.		
Art	<p>Exploring and Developing Ideas</p> <p>Record ideas and experiences</p> <p>Talk about creative experiences, ideas and observations</p> <p>Apply paint using a range of tools (brushes, feet, hands, rollers etc)</p> <p>Create simple mono prints using a range of printing materials</p> <p>Take a self-portrait</p> <p>Name and explore primary colours putting similar shades together</p> <p>Use lines of different thickness</p> <p>Outline personal likes and dislikes regarding artwork</p> <p>Leonardo da Vinci: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Exploring and Developing Ideas</p> <p><u>Knowledge and Understanding</u></p> <p>Record ideas and experiences</p> <p>Apply paint using a range of tools (brushes, feet, hands, rollers etc)</p> <p>Name and explore primary colours putting similar shades together</p> <p>Use lines of different thickness</p> <p>Describe other's work, including professional craftsmen/designers and say what they like/dislike</p> <p>Comparing Van Gogh, Renoir, Picasso, Matisse</p> <p>Julia Rothman- illustration & pattern use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Investigating and making Art and Design</p> <p>Record ideas and experiences</p> <p>Use lines to represent a shape or outline</p> <p>Create a simple pattern using colours and shape</p> <p>Outline likes and dislikes regarding their own work</p> <p>Draw a simple picture of an intended design with basic labelling</p> <p>Record ideas or experiences in a sketch book or journal</p> <p>Talk about their own and other's work identifying strengths and weaknesses</p> <p>Van Gogh: To use range of paint material e.g water colour and pencil colour to design and make products</p>	<p>Evaluating and Developing work</p> <p>Use lines to represent shape and outlines</p> <p>Talk about their own and other's work identifying strengths and weaknesses</p> <p>Guillermo Kuitca To use colour, pattern, texture, line shapes, from the space</p>	<p><u>Knowledge and Understanding</u></p> <p>Use modelling materials to create a realistic image or form</p> <p>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Piet Mondrian To use wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space</p>	<p><u>Knowledge and Understanding</u></p> <p>Investigating and making Art and Design</p> <p>Record ideas and experiences</p> <p>Use lines to represent shape and forms</p> <p>Draw a simple picture of an intended design with basic labelling</p> <p>Talk about their own and other's work identifying strengths and weaknesses</p> <p>Differences and similarities in the work of artists</p> <p>Andy Warhol – Pop Art use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>
DT	<p>D & T:</p> <p>Explore, evaluate and use mechanisms e.g different types of toys</p>	<p>D & T: make any 3-D model</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p> <p>Join appropriately using glue or tape</p>	<p>D & T: - Sculpture (with recycled materials and clay) rockets</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example,</p>	<p>D & T:</p> <p>Identify the main food groups including fruit and vegetables</p> <p>Identify the source for common foods</p>	<p>D & T: - Photo frame</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,</p>	<p>D & T: -Cooking</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, mixing and finishing. Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from</p>

		<p>Cut out shapes with a range of fabrics Fold, tear, roll and cut paper Identify and talk about products that use electricity to make them work</p> <p>D & T: - design purposeful Tartan pattern using a wide range of materials and components, including construction materials, textiles and ingredients, according to their characters. Evaluate and explore a range of existing products -evaluate their ideas and products against design criteria</p>	<p>levers, sliders, wheels and axles], in their products</p>	<p>Photo frame Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>information and communication technology</p>	<p>D & T: make any 3-D model generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>
PE	<p>Identify space and use it effectively in pairs or small team games. b. Travel in a straight line (dribbling) with balls of various sizes. (i.e. basketballs, tag rugby balls, footballs) with control and accuracy. c. Send and receive the ball in a straight line to a partner (basketballs, footballs, tag rugby balls) with control and accuracy. d. Have a basic understanding of how to work in a small team and encourage others to develop their skills / understand why it is important to warm up and cool down and talk about why exercise is good for the body.</p>	<p>How to create a celebration dance</p> <p>How to improve the performance of our dance</p>	<p>Val Sabin - Year 1 Dance Unit 2 March March March Jack and the beanstalk</p>	<p>Val Sabin - Year 1 Gym Unit F Rocking and Rolling Unit G Wide-narrow-Curled</p>	<p>Val Sabin - Year 1 Games Unit 1 Large Ball skills and games Unit 2 Throwing and Catching</p>	<p>Val Sabin - Year 1 Games Unit 3 Bat and ball skills and games Unit 4 Developing partner work</p>

Computing	<u>iSafe (Online Safety)</u> Teachers will use the first 2/3 lessons of any Internet Research unit discussing e-safety and the use of the web though the following areas - online research, online communication and collaboration, online publishing. Internet research will be linked to specific topics in each year group.	<u>iAlgorithms (unplugged)</u> Understanding and providing instructions.	<u>iWrite</u> Creating and manipulating digital text.	<u>Iprogram</u> Creating & following algorithm. Programming physical & virtual toys	<u>iData</u> Into to data representation.	<u>imodel</u> An introduction to computer modelling.
PE	See yearly overview for PE (PE academy)					
Music	See the yearly overview for Music					
Yoga	See the yearly overview for Yoga					
PSHE	See the yearly overview for PSHE from PHSE Association					
PRE	See the yearly overview for PRE					