

Year Group 1 2018-19 CURRICULUM OVERVIEW

Value	Empathy	Self Discipline	Respect	Integrity	Courage	Gratitude
Topic Theme	Autumn 1 Creative Curriculum Unit:- All dressed up	Autumn 2 Creative Curriculum Unit:- Let's Celebrate	Spring 1 Creative Curriculum Unit:- The Magic Toymaker	Spring 2 Creative Curriculum Unit:- From A to B	Summer 1 Creative Curriculum Unit:- I'm alive	Summer 2 Creative Curriculum Unit:- Hooray! Let's go on holiday!
English	Use the text ' <u>Too much talk</u> ' to explore stories from different cultures. Learn about the effects of repeated phrases to inspire children to write alterative versions.	<p>Using the book '<u>The three little pigs</u>' as a stimulus to write letters and postcards to children around the world asking about the materials used to make their homes.</p> <p>Non-fiction- Use simple information texts to find out all about materials and what they can be used for. Begin to learn about the structure of non-fiction texts and how they are different to fiction.</p> <p>Fiction-Children will read and discuss Ramayan and 'Harvey Slumfenburger's Christmas Present' by John Burningham. They will learn a repeated refrain orally and then adapt this to create their own individual sentences using this pattern, focussing on writing in sentences.</p>	<p>Use the story of <u>Traction man</u> to inspire children to write an adventure story about their favourite soft toy. Practise forming upper and lower case letters. Use capital letters for names and to start sentences. Investigate words ending in 'le' and words containing /oy/.</p> <p>Still using the book Traction Man, children learn about the features of labels and lists and designing Wanted Posters.</p> <p>Children become detectives and find information about old and new toys from other people's writing. To enhance their history knowledge.</p>	<p>Reading: Apply phonic skills/ knowledge to decode words. Blend sounds in words and read words containing common suffixes. Newspaper report, instructions, information text, speech bubbles using the text <u>Man on the Moon</u>.</p>	<p>Using the text '<u>The Pirates next door</u>' children will learn to retell stories, write poetry and write and respond to letters.</p> <p>Non-Fiction The children will use various non-fiction sources to gather information to create a persuasive brochure for a holiday destination.</p>	<p>Using the text '<u>Katie in London</u>' children will plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot; Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.</p>

<p>Maths (Number, Measurement, Geometry</p>	<p>Number and place value: Read and write numbers in numerals. Count to 100- forward and backwards in multiples of 1,2, 5 and 10's.</p> <p>Addition and Subtraction: read, write and interpret symbols. Number bonds within 20. Add and subtract 1 digit number to 2 digit numbers by counting objects.</p> <p>Properties of shapes and Position & direction: Relate 2D and 3D to everyday objects. Use language of position; such as, left, on top of, between. .</p> <p>Measurements: Practical measuring of lengths and mass.</p> <p>Multiplication & division and Fraction: Recognise and name half and quarter of shapes.</p>	<p>Number and place value: Read and write numbers in numerals. Count to 100- forward and backwards in multiples of 1,2, 5 and 10's.</p> <p>Addition and Subtraction: Use number lines to add and subtract. Solve one step problems using concrete objects and pictorial representations.</p> <p>Properties of shapes and Position & direction: Recognise properties of 2D shapes and know names of the different shapes. Use language of position, direction and motion; half, quarter and three quarter turns.</p> <p>Investigate different ways of making amounts. Time: add quarter past and quarter to.</p> <p>Multiplication & division and Fraction: half and quarters of quantities. Doubling numbers.</p>	<p>Telling time- O'clock, half past.</p> <p>Number and place value: Read and write numbers and words. Count to 100- forward and backwards in multiples of 1,2, 5 and 10's. Recognise odd and even numbers</p> <p>Addition and Subtraction: Add two 2 digit numbers. Use number lines to add and subtract. Solve one step problems using pictorial representations and number lines. Vocabulary such as, altogether, total, less than and distance between. Sequence events in chronological order using language such as. Before, after, yesterday and afternoon.</p> <p>Measurement: Practical measuring of lengths, mass using non-standard units.</p> <p>Properties of shapes and Position & direction: Recognise the properties of 3D shapes and name the shapes. Follow directions to move objects or themselves clockwise or anticlockwise; half turn, etc.</p> <p>Measurement: Practical measuring of lengths, mass using non-standard and then move to recording. add and subtract amounts of money. Time: add quarter past and quarter to.</p> <p>Multiplication & division:</p>	<p>Multiplication & division and Fraction: half and quarters of quantities. Doubling numbers. through group and share quantities using objects or pictures.</p> <p>Gap analysis Number and place value: Read and write numbers and words. Count to 100- forward and backwards in multiples of 1,2, 5 and 10's. Recognise patterns in the number system.</p> <p>Addition and Subtraction: Add two 2 digit numbers using a given method. Use a given method to complete add and subtract sentences. Solve one step problems using pictorial representations and using methods. Missing numbers problems e.g.: 7= ____ -9 Vocabulary.</p> <p>Properties of shapes and Position & direction: Recognise 3D shapes in different orientations and sizes. Create a very simple algorithm to move an object.</p> <p>Measurement: practical measuring and comparing capacity and mass and begin to record. add and subtract more than 2 values of money. Time: minutes past.</p>	<p>Number and place value: Read and write numbers and words. Count to 100- forward and backwards in multiples of 1,2, 5 and 10's.</p> <p>Addition, Subtraction, multiplication and division (all four operation): Add two 2 digit numbers using a given method. Solve two step problems using pictorial representations and using methods. Recognise and use language relating to dates, including days of week, months and years. Recognise and create arrays and make connection between counting in 2's. 5's and 10's. Fine and name half as one of two equal parts. and quarter as four equal parts of an object or quantities</p> <p>Properties of shapes and Position & direction: Recognise 3D shapes in different orientations and sizes. create an algorithm of move object/moveable toy.</p>	<p>Money: recognise and know value of denominations of coins</p> <p>Measurement: weight & Volume Measure and record with some accuracy.</p> <p>Gap analysis Number and place value: Revise and consolidate. Recognise and create patterns in number system including varied and frequent practice through increasingly complex questions.</p> <p>Addition, Subtraction, multiplication and division (all four operation):</p> <p>Revise and consolidate. Independently use the methods to solve problems and explain their working.</p> <p>Properties of shapes and Position & direction: Name 2D and 3D shapes in different orientations and sizes. Name the properties. Revise algorithms.</p> <p>Measurement: Measure with some accuracy and use appropriate language. Time: minutes past and simple word problems. Add larger amounts of denominations. Practical work on change.</p> <p>Multiplication & division and Fraction: Recognise and create arrays and make connection between counting in 2's. 5's</p>
--	---	--	---	--	---	---

						and 10's. Fine and name half as one of two equal parts. and quarter as four equal parts of an object or quantities.
PRE	<p>Theme: Empathy How does Krishna feel?</p> <p>Unit descriptor: In this unit, exploring Krishna's damodara-lila and govardhana-lila, children will learn to identify different feelings, recognizing the nature and physical features of positive and negative feelings (knowing how a feeling feels). Through the use of engaging drama and arts activities, they should be guided into recognizing sensual stimuli and other situations that give rise to different feelings.</p> <p>Outcomes: Recognize and distinguish different feelings (including happy and upset/angry) exhibited by Krishna and other main characters (yashoda and indra in particular) during the damodara-lila (the butter thief) and govardhan-lila (miraculous gopal).</p> <p>Explain and give examples of different feelings related to sensual</p>	<p>Theme: Self-discipline Can i see with my eyes closed?</p> <p>Unit descriptor: Children will learn how to develop focused attention through mantra meditation and visualisation. They will use the resultant focused attitude to attempt tasks which require concentration and resilience. Pupils will learn through stories and role play about the need for balance and the value of a disciplined attitude to activities in their lives, as exemplified by 5 year old dhruva. Teachers should use the children's experiences as the starting point for exploring these concepts. They should also understand the meaning behind the golden expectations/school rules.</p> <p>Outcomes: Know the story of dhruva (prince and the polestar).</p> <p>Understand and be able to discuss, using the example of dhruva, the value of applying oneself</p>	<p>Theme: Respect What would lord Rama do?</p> <p>Unit descriptor: Children will learn about respect, politeness and good manners. Using the Ramayana and lord Rama's example, pupils will start exploring types of behaviour associated with respect and consider how they reflect such behaviour at home and at school, particularly in relationship to 'key others' e.g. Parents and teachers.</p> <p>Outcomes: Know the ramayana in summary. Explore Lord Rama's behaviour towards his elders and his brothers, with emphasis on his respect for his teachers, mother and father. Understand, with reference to Rama respecting Sita, and Ravana disrespecting Sita, the consequences of showing or not showing respect, as linked to our</p>	<p>Theme: Integrity Who is my hero?</p> <p>Unit descriptor: Children will learn about the value of developing good friendships and how to create a happy inclusive class. They use the examples of the Pandavas and Duryodhana to compare different approaches to friendship and honesty. Children start to develop integrity via honesty (i.e. 'matching words to reality'). Largely through story telling, they explore the consequences of telling the truth and telling lies. To begin the long journey of self-improvement, they learn to say 'sorry'.</p> <p>Outcomes: Know the story of the Mahabharata in summary. Explore how Duryodhana used deceit and lies to achieve his ends and how Yuddhistir always spoke the truth. Know and differentiate between true and false statements. Explore and</p>	<p>Theme: Courage Who will protect me?</p> <p>Unit descriptor: Children will explore what makes them personally afraid in order to learn about, and begin to develop, courage and freedom from undue fear. They will learn the story of young prahalad, his courage in adversity, his dependence on Krishna, and Krishna's reciprocation and protection. This will be extended to children having the courage to 'try new things' and say 'no' to strangers.</p> <p>Outcomes: Understand and use simple terms linked to courage. Understand and identify what courage 'feels' like and be able to relate courage with examples from their everyday life. Know the story of prahalad (prahlad) and be able to retell it in their own words. Discuss the courageous actions of prahalad and explore why he was courageous i.e. What</p>	<p>Theme: Gratitude Why do we say 'thank you'?</p> <p>Unit descriptor: Love and gratitude are explored using the stories of sudama and vamaana, and in relationship to family members, friends and Krishna, especially by exploring and acknowledging all they selflessly do for us.</p> <p>Outcomes: K now and be able to retell the story of Sudama (the gift of Gopal) and Yamana (the littlest giant). Explore and be able to explain in their own words, how Sudama and Bali expressed gratitude, and how Krishna and vamaana expressed gratitude. Develop positive manners and attitude that display gratitude (e.g. Saying 'thank you'). Identify people who contribute positively to their lives (e.g. Parents) and explain what these</p>

	<p>stimuli.</p> <p>Understand the feelings of characters in stories.</p>	<p>to all endeavours, including spiritual ones, with determination and resilience.</p> <p>Understand the idea of seeing god within the heart, as exemplified by dhruva.</p> <p>Know and practice how to sit peacefully in a meditation posture and concentrate during kirtan.</p> <p>Explore and practice self-discipline in relation to food (healthy diets and respecting prasadam).</p>	<p>relationship with others and our environment.</p> <p>Know the names of the six main religions and associated symbols.</p> <p>Understand that there are different faiths and that they should all be respected.</p>	<p>understand, using appropriate examples from the Mahabarata, how good motivation is important in friendship (why do i want to be his/her friend?).</p> <p>Explore and understand, using appropriate examples, that choices, such as telling lies, carry consequences.</p> <p>Know when to keep promises (and when not to – related to safeguarding).</p>	<p>gave him courage.</p> <p>Know and understand how and why Krishna reciprocated and protected prahalad.</p> <p>Apply their understanding of courage to attempt new tasks with a bold, positive attitude, confident that Krishna loves and protects us.</p>	<p>people do.</p> <p>Describe what they appreciate about their friends.</p>
History (IPC)	<p>History:- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary</p>	<p>Fiction-Children will read and discuss Ramayan and 'Harvey Slumfenburger's Christmas Present' by John Burningham. They will learn a repeated refrain orally and then adapt this to create their own individual sentences using this pattern, focussing on writing in sentences.</p>	<p>History:-</p> <ul style="list-style-type: none"> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 	<p>History:- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a</p>	<p>History:-</p>	<p>History:- - changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>- significant historical events, people and places in their own locality</p>

	<p>of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>			<p>wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally (Neil Armstrong linked to English for YR1) 		
Geography	<p>Geography:-</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 			<p>Geography:-</p> <ul style="list-style-type: none"> • Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of 	<p>Geography:-</p> <ul style="list-style-type: none"> • learning about places where plants and animals live, about different places where we can live and about animals that are endangered. Which things are alive and which things are not. 	<p>Geography:-</p> <p>Place knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a

	<ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans 			features and routes on a map	<p>Dog moves and is alive; Car moves but is not alive. The television is motionless and is dead; the cactus is motionless but is alive.</p> <ul style="list-style-type: none"> weather 	<p>contrasting non-European country</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the 4 countries and capital cities of the united kingdom and its surrounding seas Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
Art	<p>Art:- - use a range of materials to design and make products</p>	<p>Art:- -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Art:- -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Art:- -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Art:- -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work</p>	<p>Art:- -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and disciplines, and making links to their own work</p>
Music	Music:-	Music:-	Music:-	Music:-	Music:-	Music:-

	use their voices expressively and creatively by singing songs and speaking chants and rhymes	use their voices expressively and creatively by singing songs and speaking chants and rhymes	play tuned and untuned instruments musically	listen with concentration and understanding to a range of high-quality live and recorded music	play tuned and untuned instruments musically	experiment with, create, select and combine sounds using the inter-related dimensions of music
D&T	<p>D &T:- Design -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>D &T:- Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>D &T:- Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<p>D &T:- Evaluate -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria</p>	<p>D &T:- Design -design purposeful, functional, appealing products for themselves and other users based on design criteria -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>D &T:- Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</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</p>	<p>How to create a celebration dance 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>

	talk about why exercise is good for the body.					
ICT	<p><u>Internet use and E-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.</p>	<p><u>Programming and control</u> Giving instructions to programmable toys</p>	<p><u>Graphic Design (2D and 3D) Portraits</u></p>	<p><u>Manipulating Data Using Pictograms</u></p>	<p><u>Commutating Ideas though text Having a Voice</u> <i>2create a story Clicker 5 2type</i></p>	<p><u>Multimedia Say Cheese – Taking Pictures</u></p>
Science	<p><u>N.C: Seasonal changes</u></p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>N.C: Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and 	<p><u>N.C: Our changing world: Animal antics</u></p> <ul style="list-style-type: none"> Looking at how plants, animals and the weather change during the year. This is to ensure that young children carry out regular and frequent observations of the world around them to 	<p><u>N.C: Everyday materials</u></p> <ul style="list-style-type: none"> 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 	<p><u>N.C: Our Changing world: Plants</u></p> <ul style="list-style-type: none"> Looking at how plants, animals and the weather change during the year. This is to ensure that young children carry out regular and frequent observations of the world around them to build a rich knowledge of their local natural environment. 	<p><u>N.C: USING OUR SENSES</u></p> <ul style="list-style-type: none"> Children develop their knowledge and understanding of the human body, building on their early experiences during Foundation Stage. They identify and name simple parts of the body, as they draw and label a life size version of themselves or a 	<p><u>N.C: Looking at animals</u> Children learn more about the basic needs of animals. In this module they will identify and name, look closely at and compare and contrast many different animals. They name their body parts, describe their physical features and mimic how they move. They are reminded that animals need to</p>

	<ul style="list-style-type: none"> • evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees • 	<ul style="list-style-type: none"> • build a rich knowledge of their local natural environment. • Children experience 'our changing world' in a variety of different ways. Children will make observations of animal life in the school grounds, investigate the variety of birds that visit a school-based feeding station and learn about caring for different animals over time; from a familiar pet cat or dog to a collection of garden snails that are housed in a classroom terrarium. 	<ul style="list-style-type: none"> • variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties 		<p>class mate. The children are introduced to the concept of five senses that help them to find out about the world around them and link those senses to particular parts of their body. Each sense is explored by children as they answer a variety of science questions. Children apply their knowledge of senses in two story-based enrichment lessons centred on the tales of The Princess and the Pea and The Crowded House.</p>	<p>eat in order to be healthy and that they eat lots of different types of foods. Children are also introduced to the terms 'carnivore', 'herbivore' and 'omnivore'. Four enrichment lessons are provided to reinforce children's learning. Children apply their ideas about animals, as they think about pets that may live with them and how these might be looked after if they need to visit a vet for treatment.</p>
--	---	---	--	--	---	---