Year 1 Curriculum Overview 2021-2022

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Value** | **Empathy** | **Self-discipline** | **Respect** | **Integrity** | **Courage** | **Gratitude** |
| **Main Theme** | **All dressed up**  **The lives of significant individuals in the past** | **Let’s Celebrate** | **The Magic Toymaker** | **From A to B** | **Water Maps** | **Hooray! Let’s go on holiday!** |
| **Educational Visits** |  |  |  |  |  |  |
| **Safeguarding Awareness** | * 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 | * 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 procedure; starch fields evacuation and lockdown procedure   Link to Dhruva Maharaj’s  story- about running away from | * 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 | * 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 | * 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 | * 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 |

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|  |  | home. Chn to learn about the risks involved. |  |  |  |  |
| **English (Spoken Language, Reading, Writing,**  **Handwriting)** | Text Owl babies and ‘Too much talk’ **Genre**:  Retell  Story from other cultures Repetitive patterns Descriptive writing Story map  Setting different culture  Handwriting   * 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   Phonics/ Spelling phoneme-to- grapheme correspondences (PGCs) in a systematic Consolidate phase 2/3 sounds  The sounds /f/, /l/, /s/, /z/ and  /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k  Division of words into syllables  Common exception words | Text  The Dark,  The Three Little Pigs  **Genre**:  Familiar settings, repeating patterns  comparing between Non- Fiction and Fiction character description Instruction  Descriptive writing Drama  Diwali week-story of Ramayana  Christmas- Xmas week  Poetry;  Rhyming and Patterns, funny Poems  Handwriting   * secure to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9   Phonics Consolidate phase 3  Focus phase 4  -tch  The /v/ sound at the end of words  Adding s and es to words (plural of nouns and the third person singular of verbs)  Adding the endings –ing, –ed and –er to verbs where no | Text Grandpa and his adventure Cinnamon  **Genre**:  Non- Fiction: letter and Postcards:  Letters in different contexts Descriptive setting Alternative ending  Fiction: Traditional Tales sharing and retelling  Handwriting   * form capital letters correctly * understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these   Phonics Consolidate phase 4  Focus phase 5  Vowel digraphs and trigraphs  Adding –er and –est to adjectives where no change is needed to the root word  New consonant spellings ph and wh  Common exception words | Text ‘The Gruffalo’ and  ‘Nimesh and adventures.  **Genre**: Instructions  Fictions and rhyming and patterns: repeated patterns Discussions  Descriptive writing Easter week  Poetry; Humorous Poems: express ideas Creatively Shape poems  Handwriting   * understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these   Phonics  Consolidate all phase 2, 3,4 and 5  Vowel digraphs and trigraphs  Using k for the /k/ sound Compound words Common exception words | Text  ‘The Pirates next door’ and The snow white in the New York by Fiona French  Information texts Role play Question 5 W’s  Descriptive writing Sequencing Traditional Tales and Fables: fairy Tales Ratha Yatra Week  Poetry; Acrostic poem  Handwriting  Cursing writing follow ACS Handwriting policy  Phonics  Consolidate all phase 2, 3,4 and 5  Comprehension: 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.  Adding the prefix –un and suffix  Common exception words | Text  ‘Katie in London’ and Traction man:  Letters, Postcards, brochures for a holiday destination.  Story map  stories on a theme: superheroes Recount fact file  Character description  Handwriting  Cursing writing follow ACS Handwriting policy  Comprehension: 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.  Compound words  Common exception words |

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|  |  | change is needed to the root word  Common exception words |  |  |  |  |
| **Maths** | Number and Place value  Number: Addition and Subtraction | Geometry: Shapes  Number: Place value, Number: Addition and Subtraction | Time  Number: place value, Addition and Subtraction  Measures: Length and Height | Number: Multiplication and Division  Number: Fractions | Number: Place Value, Number; Four operations | Measurement: weight and Volume  Money |
| **Science** | **Animals, including humans**  **N.C:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Using Our Senses: identify basic parts of the human body and which part of the body is associated with each sense. working scientifically to carry out a variety of comparative tests and identifying and classifying enquiries. | **Animals, including humans**  **NC:** 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 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. | **Seasonal Changes**  **NC:** 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,  Observe changes across the four seasons.  Observe and describe weather associated with the seasons and how day length varies | **Plants**  **N.C**: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees.  Variety of common wild and garden plants etc. working scientifically by making careful observations, classifying, grouping and comparing evidence from the natural world. | **Everyday materials**  **NC:** 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.  Distinguish and identify between an object and materials. In 6 weeks Chn working scientifically using their senses to observe, naming, identifying, classify different materials. | **Everyday materials NC:** Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties  Describe and compare physical properties. Chn working scientifically using the comparative adjectives and evidence from the tests to classify and sort materials according to their properties. |

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| **History** | **History:**  The lives of significant individuals in the past who have contributed to national and international achievements.  To appreciate that some famous people have helped our lives to be better today.  Shila Prabhu Pada, Rosa Park, Greta Thunberg | **History:**  Events beyond living memory that are significant nationally or globally: National/religious festivals or anniversaries  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 | **History:**  Changes within living memory 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   * To answer questions using an artefact/photograph provided answer questions using an artefact/photograph provided, to put objects in chronological order (recent history), To use words like old, new, a long time ago, to be able to talk about things that happened when they were little |  | **History:**  significant historical events, people and places in their own locality: Barkingside |  |
| **Geography** |  |  |  | **Geography**  **Place Knowledge and Human & physical geography**: Understanding geographical similarities and differences (United Kingdom, hot and cold areas of the world in relation to the equator and the North and South poles and features and of a non- European country.  Use basic geographical vocabulary to refer to:  key physical features, including, forest, hill, mountain, soil, valley, vegetation,  key human features, including: city, town, village, factory, farm, house, office. | **Geography**  **Skills & Field work** Use world maps, atlases and globes to identify the United Kingdom and its countries Geographical skills and fieldwork  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.  Geographical skills and fieldwork  Directions and map features; Barkingside | **Geography**  **Locational Knowledge**  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Identify countries, continents and oceans, weather patterns and geographical vocabulary |

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| **Art** | Focus Artist: Leonardo da Vinci: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | Focus Artist: Julia Rothman- illustration & pattern  use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | Focus Artist Van Gogh:  To use range of paint material  e.g water colour and pencil colour to design and make products | Focus Artist:Guillermo Kuitca  To use colour, pattern, texture, line shapes, from the space | Focus Artist: Piet Mondrian  To use wide range of art and design techniques in using colour, patterns, texture, line, shape, form and space | Focus Artist:Andy Warhol – Pop Art use drawing, painting and sculpture to develop and share their ideas, experiences and imagination |
| **DT** | **D &T:**  Explore, evaluate and use mechanisms e.g different types of toys | **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.  - | **D &T: - Sculpture** (with recycled materials) - toy 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 | **D &T:**  Photo frame  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology | **D &T: -**Cooking 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. | **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 |
| **PE** | Gymnastics  Unit 1  Identify and use simple gymnastic actions  Apply basic strength to a variety of actions  Begin to carry basic apparatus such as mats and benches. | Gymnastics  Unit 2  To perform a variety of Gym actions, demonstrate a use of control  To introduce turn twist, lock, spin and roll and link these movements in to patterns  To perform longer movements | Dance  Respond to a range of stimuli and types of music  Explore space direction and different levels  Experiment creating actions and performing movements. | Attack Defend and shot  To being basic movements including running, jumping, throwing and catching  To begin to engage in competitive  To experience opportunity to improve agility balance and coordination | Run jump throw  Unit 1  Pupils will begin to link running and jumping  To learn and refine a range of running which includes varying pathways and speeds | Run jump throw  Unit 2  Pupils will develop sending and receiving skills to benefit fielding as a team  Distinguish between the roles of batters and fielders.  Introduce simple concepts of tactics |

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| **Computing** | **iSafe (Online Safety)**  To understand what being online  may look like, the different feelings  we can experience online and how  to identify adults who can help  To understand that people online  may try to manipulate others, how  this can make someone feel and  how to identify and approach  adults who can help.  To understand that photos can be  shared online  To understand the importance of  Seeking permission before sharing a photo  To understand how to identify an  D approach adults who can help | **iAlgorithms (unplugged)** Understanding and providing instructions.  To understand that  algorithms are precise  instructions that can be  followed  To follow and devise a simple  Algorithm  To plan, test and debug a  simple algorithm  To make predictions about  an outcome based on a  simple algorithm | **iWrite**  Creating and manipulateingdigital text.  To use word processing software to  create text  To understand that a computer can  be connected to a printer  To select and insert text into a word  processing application  To open and save a word  processing document | **Iprogram**  Creating & following algorithms. Programming physical & virtual toys  To understand that algorithms are implemented as programs on a range of digital devices  To plan a simple algorithm to that controls a toy  To record a sequence of instructi  ons in a common format  The children produce a clear set of instructions for others to follow.  The children can follow a set of  instructions provided by others | **iData**  Into to data representation.  To create a graph  using digital tools  To create a pictogram using  collected data  Sort information  on criterion  Present data using a graph | **imodel**  An introduction to computer modelling.  To understand that  computers can show real  events and things  To use a mouse to move  things accurately on  screen  To understand that  computers can be  used to make choices  To create a  representation of a real or  fantasy game or story |
| **Music** | See the yearly overview for Music | | | | | |
| **Yoga** | See the yearly overview for Yoga | | | | | |
| **PSHE** | See the yearly overview for PSHE | | | | | |
| **PRE** | See the yearly overview for PRE | | | | | |