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’sstory- about running away from | * Using different tools to make models/structures
* Trips - Stranger danger, terror attacks, use of escalators
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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**:RetellStory from other cultures Repetitive patterns Descriptive writing Story mapSetting different cultureHandwriting* 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 soundsThe sounds /f/, /l/, /s/, /z/ and/k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before kDivision of words into syllablesCommon exception words | TextThe Dark,The Three Little Pigs**Genre**:Familiar settings, repeating patternscomparing between Non- Fiction and Fiction character description InstructionDescriptive writing DramaDiwali week-story of RamayanaChristmas- Xmas weekPoetry;Rhyming and Patterns, funny PoemsHandwriting* 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 3Focus phase 4-tchThe /v/ sound at the end of wordsAdding 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 endingFiction: Traditional Tales sharing and retellingHandwriting* 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 4Focus phase 5Vowel digraphs and trigraphsAdding –er and –est to adjectives where no change is needed to the root wordNew consonant spellings ph and whCommon exception words | Text ‘The Gruffalo’ and‘Nimesh and adventures.**Genre**: InstructionsFictions and rhyming and patterns: repeated patterns DiscussionsDescriptive writing Easter weekPoetry; Humorous Poems: express ideas Creatively Shape poemsHandwriting* understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these

PhonicsConsolidate all phase 2, 3,4 and 5Vowel digraphs and trigraphsUsing 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 FrenchInformation texts Role play Question 5 W’sDescriptive writing Sequencing Traditional Tales and Fables: fairy Tales Ratha Yatra WeekPoetry; Acrostic poemHandwritingCursing writing follow ACS Handwriting policyPhonicsConsolidate all phase 2, 3,4 and 5Comprehension: 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 suffixCommon exception words | Text‘Katie in London’ and Traction man:Letters, Postcards, brochures for a holiday destination.Story mapstories on a theme: superheroes Recount fact fileCharacter descriptionHandwritingCursing writing follow ACS Handwriting policyComprehension: 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 wordsCommon exception words |

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|  |  | change is needed to the root wordCommon exception words |  |  |  |  |
| **Maths** | Number and Place valueNumber: Addition and Subtraction | Geometry: ShapesNumber: Place value, Number: Addition and Subtraction | TimeNumber: place value, Addition and SubtractionMeasures: Length and Height | Number: Multiplication and DivisionNumber: Fractions | Number: Place Value, Number; Four operations | Measurement: weight and VolumeMoney |
| **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 propertiesDescribe 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 anniversariesTo 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 timeTo 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 fieldworkUse 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 fieldworkDirections 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 & patternuse drawing, painting and sculpture to develop and share their ideas, experiences and imagination | Focus Artist Van Gogh:To use range of paint materiale.g water colour and pencil colour to design and make products | Focus Artist:Guillermo KuitcaTo use colour, pattern, texture, line shapes, from the space | Focus Artist: Piet MondrianTo 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 knowledgeBuild 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 frameGenerate, 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 modelgenerate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology |
| **PE** | Gymnastics Unit 1Identify and use simple gymnastic actions Apply basic strength to a variety of actions Begin to carry basic apparatus such as mats and benches. | GymnasticsUnit 2 To perform a variety of Gym actions, demonstrate a use of controlTo 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 musicExplore space direction and different levelsExperiment creating actions and performing movements.  | Attack Defend and shot To being basic movements including running, jumping, throwing and catchingTo begin to engage in competitiveTo experience opportunity to improve agility balance and coordination  | Run jump throwUnit 1Pupils will begin to link running and jumping To learn and refine a range of running which includes varying pathways and speeds | Run jump throwUnit 2Pupils will develop sending and receiving skills to benefit fielding as a teamDistinguish between the roles of batters and fielders. Introduce simple concepts of tactics  |

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| **Computing** | **iSafe (Online Safety)** To understand what being onlinemay look like, the different feelingswe can experience online and howto identify adults who can helpTo understand that people onlinemay try to manipulate others, howthis can make someone feel andhow to identify and approachadults who can help.To understand that photos can beshared onlineTo understand the importance ofSeeking permission before sharing a photoTo understand how to identify anD 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 AlgorithmTo plan, test and debug a simple algorithmTo make predictions about an outcome based on a simple algorithm | **iWrite**Creating and manipulateingdigital text.To use word processing software to create textTo understand that a computer can be connected to a printerTo select and insert text into a word processing applicationTo open and save a word processing document | **Iprogram**Creating & following algorithms. Programming physical & virtual toysTo understand that algorithms are implemented as programs on a range of digital devices To plan a simple algorithm to that controls a toyTo record a sequence of instructions in a common formatThe 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 toolsTo create a pictogram using collected dataSort information on criterionPresent 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 onscreenTo understand that computers can be used to make choicesTo 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 |