



Year 1 Curriculum Overview
2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-discipline Let's Celebrate	Respect	Integrity	Courage	Gratitude
Main Theme	All dressed up The lives of significant individuals in the past		The Magic Toymaker	From A to B	Water Maps	Hooray! Let' go on holiday!
Educational Visits		Church Visit linked to PRE	Bethnal Green Toy Museum	Manor Temple Visit		Southend Visit
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 	<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 	<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



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		<p>the past</p> <ul style="list-style-type: none">• 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>Link to Dhruva Maharaj's story- about running away from home. Chn to learn about therisks involved.</p>			procedure	procedure
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<p>English (Spoken Language, Reading, Writing, Handwriting)</p>	<p><u>Text Owl babies and 'Too much talk'</u> Genre: Retell Story from other cultures Repetitive patterns Descriptive writing Story map Setting different culture</p> <p><u>Handwriting</u> begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p><u>Phonics/ Spelling</u> phoneme-to-grapheme correspondences (PGCs) in a systematic Consolidate phase 2/3 sounds</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k</p>	<p><u>Texts The Dark, The Three Little Pigs</u> Genre: Familiar settings, repeating patterns comparing between Non-Fiction and Fiction character description Instruction Descriptive writing Drama</p> <p>Diwali week-story of Ramayana Christmas- Xmas week</p> <p><u>Poetry:</u> Rhyming and Patterns, funny Poems</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 Focus phase 4</p> <p>-tch</p> <p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person</p>	<p><u>Text Grandpa and his adventure</u> Genre: Non- Fiction: letter and Postcards: Letters in different contexts Descriptive setting Alternative ending Fiction: Traditional Tales sharing and retelling</p> <p><u>Handwriting</u> 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> <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><u>Texts 'Katie in London' and Traction man:</u> Letters, Postcards, brochures for a holiday destination. Story map stories on a theme: superheroes 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</p>	<p><u>Texts 'The Pirates next door' and The Man on the Moon</u> Information texts Role play Question 5 W's Descriptive writing Sequencing Ratha Yatra Week</p> <p><u>Poetry:</u> Acrostic poem</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: 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</u></p>	<p><u>Texts How to Live Forever</u> Letters, Postcards, brochures for a holiday destination. Story map Stories on a theme: superheroes Recount fact file Character descriptions</p> <p>Common exception words</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: 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</u></p>
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	Division of words into syllables Common exception words	singular of verbs) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Common exception words	New consonant spellings ph and wh Common exception words	words	their own writing. Adding the prefix –un and suffix Common exception words	grammar in their own writing.
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<p>Maths</p>	<p><u>Number and Place value</u></p> <p><u>Number:</u> Addition and Subtraction</p>	<p><u>Geometry: Shapes</u></p> <p><u>Number:</u> Place value, <u>Number:</u> Addition and Subtraction</p>	<p><u>Time</u></p> <p><u>Number:</u> place value, Addition and Subtraction</p> <p><u>Measures:</u> Length and Height</p>	<p><u>Number:</u> Multiplication and Division</p> <p><u>Number:</u> Fractions</p>	<p><u>Number:</u> Place Value, <u>Number:</u> Four operations</p>	<p><u>Measurement:</u> weight and Volume</p> <p><u>Money</u></p>
<p>Science</p>	<p><u>Animals, including humans</u></p> <p>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.</p> <p>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.</p>	<p><u>Animals, including humans</u></p> <p>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)</p> <p>Looking at animals; common animals: carnivores, herbivores and omnivores. working scientifically by making careful observations, gathering and recording data to answer questions.</p>	<p><u>Seasonal Changes</u></p> <p>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,</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies</p>	<p><u>Plants</u></p> <p>N.C: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Variety of common wild and garden plants etc. working scientifically by making careful observations, classifying, grouping and comparing evidence from the natural world.</p>	<p><u>Everyday materials</u></p> <p>NC: Distinguish between an object and the material from which it is made.</p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. <p>Distinguish and identify between an object and materials. Chn working scientifically using their senses to observe, name, identify and classify different materials.</p>	<p><u>Everyday materials NC:</u></p> <p>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</p> <p>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.</p>



<p>History</p>	<p>History: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><u>Shila Prabhu Pada, Rosa Parks, Greta Thunberg</u></p> <p>To appreciate and understand how some famous people have helped our lives to be better today.</p> <p>Pupils will understand where the individuals fit into the chronological framework of time.</p> <p>Pupils will use common words and phrases related to the passing of time.</p> <p>Pupils will answer and ask questions using parts of stories/sources to show they know and understand key events.</p> <p>Pupils will gain an understanding of how we find out about past events.</p> <p>Pupils will understand some of the similarities and differences between ways of life in different periods.</p>	<p>History: Events beyond living memory that are significant nationally or globally:</p> <p>To understand why and how Guy Fawkes is celebrated and its significance-know where Guy Fawkes fits into the framework of time. Why is Guy Fawkes significant today?</p> <p>Pupils will use common words and phrases related to the passing of time.</p> <p>Pupils will answer and ask questions using parts of stories/sources to show they know and understand key events of the Gunpowder plot/Guy Fawkes.</p> <p>Pupils will gain an understanding of how we find out about past events.</p> <p>Pupils will understand some of the similarities and differences between ways of life in different periods.</p>	<p>History: Changes within living memory: <u>How toys have changed over the time</u></p> <p>To ask and answer questions about old and new objects, to spot old and new objects in a picture and to suggest why they are old-linking to key historical language</p> <p>To answer questions using an artefacts from the past, to put objects in chronological order (recent history),</p> <p>To plot toys from the past on to a historical timeline</p> <p>Pupils will use common words and phrases related to the passing of time- To use words like old, new, a long time ago, in the past -to be able to talk about things that happened when they were little</p> <p>Pupils will answer and ask questions using parts of stories/sources to show they know and understand key events.</p> <p>Pupils will gain an understanding of how we find out about past</p>			
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			<p>events.</p> <p>Pupils will understand some of the similarities and differences between ways of life in different periods.</p>			
<p>Geography</p>				<p><u>Geography Place Knowledge and Human & physical geography:</u> 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:</p> <p>key physical features, including, forest, hill, mountain, soil, valley, vegetation,</p> <p>key human</p>	<p><u>Geography Skills & Field work</u> Use world maps, atlases and globes to identify the United Kingdom and its countries Geographical skills and fieldwork</p> <p>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.</p> <p>Geographical skills and fieldwork Directions and map features; Barkingside</p>	<p><u>Geography Locational Knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Identify countries, continents and oceans, weather patterns and geographical vocabulary</p>



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				features, including: city, town, village, factory, farm, house, office.		
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<p>Art</p>		<p><u>Focus Artist:</u> contemporary artist Beatriz Milhazes</p> <p><u>Art and Design: Formal Elements of Art.</u></p> <p>Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.</p>	<p>Focus Artist: Louis Wain</p> <p><u>Art and Design Skills</u></p> <p>Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist.</p>	<p>Focus Artists: Pierre Auguste Renoir, Joaquín Sorolla and Peder Severin Krøyer.</p> <p><u>Landscapes using different Media</u></p> <p>Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside' with support for adapting to the alternative theme of 'Castles'. The unit can also be easily adapted to other topics.</p>	<p><u>Sculptures and Collages</u></p> <p>On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.</p>	
<p>DT</p>	<p><u>Mechanisms: Making a moving story book</u></p> <p>Children experiment with sliders before planning and making three pages of a moving story book, based on a familiar story. They will draw the page backgrounds, make the moving parts, and assemble it.</p>	<p><u>D&T Day Structures: Constructing a Windmill</u></p> <p>Inspired by the song, 'Mouse in a windmill', children design, decorate and build a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.</p>		<p><u>D&T Day Food: Fruit and Vegetables</u></p> <p>Children handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make and design packaging for.</p>		<p><u>Textiles: Puppets</u></p> <p>Children explore different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Throughout they work to develop their technical skills of cutting, glueing, stapling and pinning.</p> <p><u>D&T Day Mechanisms:</u></p>



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						<p><u>Wheels and axles</u></p> <p>Children learn about the main components of a wheeled vehicle; experiment with mechanisms to help them develop their understanding of how wheels, axels and axel holders work; assume the role of a mechanic to problem-solve why wheels won't rotate; demonstrate learning by designing and building their own moving vehicles.</p>
PE	<p>Gymnastics Unit 1</p> <p>Identify and use simple gymnastic actions</p> <p>Apply basic strength to a variety of actions</p> <p>Begin to carry basic apparatus such as mats and benches.</p>	<p>Gymnastics Unit 2</p> <p>To perform a variety of Gym actions, demonstrate a use of control</p> <p>To introduce turn twist, lock, spin and roll and link these movements in to patterns</p> <p>To perform longer movements</p>	<p>Dance</p> <p>Respond to a range of stimuli and types of music</p> <p>Explore space direction and different levels</p> <p>Experiment creating actions and performing movements.</p>	<p>Attack Defend and shot</p> <p>To explore/practise basic movements including running, jumping, throwing and catching</p> <p>To begin to engage in competitive</p> <p>To experience opportunity to improve agility balance and coordination</p>	<p>Run jump throw Unit 1</p> <p>Pupils will begin to link running and jumping</p> <p>To learn and refine a range of running which includes varying pathways and speeds</p>	<p>Run jump throw Unit 2</p> <p>Pupils will develop sending and receiving skills to benefit fielding as a team</p> <p>Distinguish between the roles of batters and fielders.</p> <p>Introduce simple concepts of tactics</p>



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



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