

**Year 1 Curriculum Overview 2019 / 2020**

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| **Year group:**  **One** | **Autumn 1**  **7 weeks 2 days** | | **Autumn 2**  **7 weeks** | **Spring 1**  **6 weeks** | **Spring 2**  **6 weeks** | **Summer 1**  **5 weeks** | **Summer 2**  **7 weeks** |
| **Maths** | * **Number and Place Value** * **Addition & Subtraction** * **Geometry Shape 2D** | | * **Place Value** * **Number Addition and Subtraction** | * **Time** * **Place Value** * **Addition and Subtraction** * **Length and Height** | * **Multiplication and Division** * **Fractions** * **3D Shape** | * **Geometry/ Position** * **Place Value** * **Four Operations** | * **Money** * **Weight and Volume** |
| **English** | **Poetry – 2 weeks**  **Lost and Found**  **Oliver Jeffers - 4 weeks**    Salina Yoon’s Penguin stories  Be brave little penguin by Giles Andrea  The Emperor’s egg by Martin Jenkins  The penguin who wanted to find out by Jill Tomlinson | | **Poetry – 1 week**    **Nibbles**  **Emma Yarlette – 3 weeks**    Goldilocks and the three bears by Emma  Chichester Clark  Little Red Riding Hood and Jack and the  Beanstalk texts  The Gruffalo by Julia Donaldson  Where the Wild Things Are  by Maurice Sendak | **Poetry – 1 week**  **Lion Inside**  **Rachel Bright – 3 weeks**    How to be a lion by Ed Vere  The tiger who came to tea by Judith Kerr  Mog the forgetful cat by Judith Kerr | **Poetry – 1 week**  **Beegu**  **Alexis Deacon – 3 weeks**  Macintosh HD:Users:home:Desktop:Screen Shot 2019-07-07 at 20.10.13.png  Refugee focus | **Toys in Space**  **Mini Grey – 3 weeks**    Space Dog by Mini Grey  It was a dark and stormy night by Janet and Allan Ahlberg  One true bear by Ted Dewan | **Poetry – 1 week**  **Goldilocks and Just the One Bear**  **Leigh Hodgkinson – 3 weeks**      Old bear stories by Jane Hissey  Dogger by Shirley Hughes  Scaredy bear by Steve Smallman |
| **Outcomes** | **Outcome**  Fiction: story based on the structure of *Lost and Found*  **Greater Depth**  Change the setting of the story | | **Outcome**  Recount: diary  **Greater Depth**  Add in further details about other characters’ feelings | **Outcome**  Fiction: story based on the structure of *The Lion Inside.*  **Greater Depth**  Change both animals in the story. | **Outcome**  **Greater Depth** | **Outcome**  Fiction: story based on the structure of *Toys in Space.*  Extension: Instructions  **Greater Depth**  Choose their own toy to write about and change the space creature. | **Outcome**  Fiction: story based on the structure of *Goldilocks and just the one bear.*  Extension: Non-chronological report  **Greater Depth**   |  | | --- | | Change the animal and the setting | |
| **Sentence** | Combine words to make sentences  Write sentences | | Join words using and | Join words and clauses using and  Sequence sentences to form short narratives | Join words and clauses using and  Sequence sentences to form short narratives | Join words and clauses using and | Join words and clauses using and |
| **Text** | Compose a sentence orally before writing it | | Use plural noun suffixes -s and - es  Sequence sentences to form short narratives (link ideas or events by pronoun) | Add suffixes to verbs where no change is needed to the root | Add suffixes to verbs where no change is needed to the root | Add suffixes to verbs where no change is needed to the root  Change the meaning of verbs and adjectives by adding prefix un- | Use simple description  Sequence narrative accurately |
| **Punctuation** | Leave spaces between words  Punctuate sentences using a capital letter and a full stop  Use a capital letter for names of people and the personal pronoun ‘I’ | | Punctuate sentences using a capital letter and a full top | Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | Use a capital letter for places and days of the week  Punctuate sentences using a capital letter, full stop, question |
| **Word** | |  | | --- | | **Word** Throughout each unit of *Pathways to Write* there will be opportunities to teach and apply word skills:  Spell words containing each of the 40+ phonemes already taught  Spell common exception words | | | | | | | |
|  | Macintosh HD:Users:home:Desktop:Screen Shot 2019-07-10 at 20.40.17.png**Agreed Additional Unit:**  Be Brave little penguin – Jiles Andree – 2 weeks | | Macintosh HD:Users:home:Desktop:Screen Shot 2019-07-10 at 20.41.02.png**Agreed Additional Unit:**  In the Deep Dark Wood  Algy Craig Hall – 2 weeks | Macintosh HD:Users:home:Desktop:Screen Shot 2019-07-10 at 20.39.49.png**Agreed Additional Unit:**  The adventures of the dish and the spoon  Mini Grey – 2 weeks | **Macintosh HD:Users:home:Desktop:Screen Shot 2019-07-10 at 20.48.26.pngAgreed Additional Unit:**  **I want my hat back**  **Jon Klassen – 2 weeks** | Macintosh HD:Users:home:Desktop:Screen Shot 2019-07-10 at 20.42.54.png**Agreed Additional Text:**  The Big Bad owl  Steve Smallman – 2 weeks | Macintosh HD:Users:home:Desktop:Screen Shot 2019-07-10 at 20.43.16.png**Agreed Additional Text:**  The Boy Who Cried Ninja  Alex Latimer – 2 weeks |
| Non Fiction Focus | Information Texts about penguins (Fact file) Use introduction to Ruby Rat | |  | Recount – Reggie (form of diary) |  | Instructions – How to make a happy hat – Iggy |  |
| Non Fiction Apply (Previous taught to apply across English or LC) |  | | Information Texts (Fact file) |  | Recount (newspaper form) |  | Instructions – non-fiction topic based as Summer 1 is fiction |
| **Class Author Study** | **Julia Donaldson** | | **Oliver Jeffers** | **Nicola Davis – World Book Day Focus and Art Week** | **Benji Davis** | **Martin Waddell** | **Allan Ahlberg** |
| **Poetry Focus** | **Michael Rosen**  **A Great Big Cuddle** | | | **James Berry**  **Caribbean Playground Songs – CLPE Resource** | | **AA Milne** | |
| **Role Play**  **Small World** | **Role Play: Boat Design Workshop**  **In The Wild Collection**  **British Wildlife Collection** | | **Fairytale Small World encouraging design and making of their own Fairytales** | **The Lion Inside – Small World**  **Leading onto African Safari Small World in Spring 2** | | **Small World –Space and Space Travel - link to fiction and non fiction texts** | **Traditional 3 Bears Small World – woodland scene, cottage, plates, bears etc – good maths opportunity – size, compare etc**  **To then move onto Goldilocks and Just the One Bear – City Small World.** |
| **Theme** | **Waterways** | | **Light and Dark** | **Wild Thing!** | **All About Me!** | **The World Around Us and Beyond.** | **If you go down to the woods today …** |
| **Educational Visits**  **And Residentials** | **Visit to Anderton Boat Lift – trip on a boat, understanding of canals etc.** | | **Christmas Theatre Visit**  **(Writing for a purpose opportunity!)** | |  | **Visit to Jodrell Bank**  **EYFS and Key Stage 1 Design a Garden for Arley Hall** | **Visit to Walton Hall and Gardens**  **Tree walk**  **Plants and tree identification**  **Seasonal Weather**  **Picnic** |
| **Science**  **Ask simple questions and recognise that they can be answered in different ways;**  **Observe carefully, using simple equipment;**  **Identifying and classifying**  **Using their observations and ideas to suggest answers to their questions;**  **Gathering and recording data to help in answering questions.** | **Which Materials would best make a boat?**  **(Everyday Materials)**  **Distinguish between an object and the materials 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 variety of everyday materials;**  **Compare and group together a variety of everyday materials on the basis of their simple physical properties.** | | **Why does it get darker earlier in winter?**  **(Seasonal Change)**  **Observe changes across the four seasons;**  **Observe and describe weather associated with the seasons and how day length varies.**  **Nocturnal animals** | **Why Are humans not like Lions and other animals?**  **(Humans and Animals)**  **Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;**  **Identify and name a variety of common animals that are carnivores, herbivores and omnivores;**  **Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets);**  **Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.** | **Animals Including Humans**  **The Senses**  **Name part of the human body**  **Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.** | **Which plants and trees do we find on planet earth?**  **Do we find plant and trees in Space?**  **(Plants and Animals)**  **Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees;**  **Identify and describe the basic structure of a variety of common flowering plants, including trees.**  **To include working scientifically - ask simple questions and recognise that they can be answered in different ways**  **Observe carefully using different equipment**  **Identify and classify**  **Using observations suggest ideas to answer their questions**  **Gather and record data** | |
| **Ongoing Science all Year** | **How do the seasons impact on what we do?**  **Observe changes across the four seasons**  **Observe and describe weather associated with the seasons and changes to length of the days.** | | | | | | |
| **History** | **Investigation into the life of:**  **Captain Edward J Smith (Captain of Titanic)**  **(Significant people from History)**  **(The lives of significant individual’s in Britain’s past who have contributed to the nations achievements)**  **Chronological Understanding:**  **Historical Knowledge:**  **Historical Interpretation:**  **Historical Enquiry:** | |  |  | **What has changed since my Grandparents were young?**  **(Changes within living memory)**  **Looking at the local area, schools and education, toys, recreational activities and technology – what was it like in the past compered to now?**  **Interviews with Grandparents - first-hand knowledge and secondary resources – photographs etc.**  **Chronological Understanding:**  **Historical Knowledge:**  **Historical Interpretation:**  **Historical Enquiry:** |  | **What Was Here before Our School?**  **Local Area Study – Maps**  **Focus on why Warrington pack shared.**  **(Changes within living memory)**  **Link with Burtonwood Museum and investigate the life of the school grounds during WW2 – links with RAF and American Army.**  **Chronological Understanding:**  **Historical Knowledge:**  **Historical Interpretation:**  **Historical Enquiry**  **What Was Walton Gardens Like in The Past? How has it changes – historical enquiry.** |
|  |  | | **Where Do, and Did the Boats on the Manchester Ship Canal Go?**  **(To develop knowledge of our own locality – use geographical skills including first hand observation)**  **To develop an awareness of th**  **e past and the ways it is similar and different to the present)**  **I understand places are linked with boats and transport etc.**  **Locational Knowledge:**  **Name, locate and identify characteristics of the four countries, capital cities of the United Kingdom and surrounding seas – Liverpool, Manchester, England, North Sea**  **Place knowledge:**  **Human and Physical Geography:**  **Use basics geographical vocabulary to refer to:**  **Physical Features:**  **Sea, ocean, river, canal, coast**  **Human Features: city, town, farm, port**  **Geographical skills and fieldwork:**  **Use world maps, atlases and globes to identify the UK and its countries, continent and oceans – England.**  **Use simple compass directions N, S, E and W)**  **Use aerial photographs and plan perspectives to recognise landmarks – devise a simple map – use and construct a basic key**  **Key Vocabulary:**  **Recap from EYFS: beach, sea, lake, river, mountain, dessert, countryside, forest, building, town, farm, road, park, path, people, land, world, map, local, place, globe** | **Why Can’t a Lion Live in the North Pole?**  **(Identify seasonal weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles)**  **I can ask simple geographical questions**  **I can use simple maps of the local area**  **I can use positional language**  **I can understand how some places are linked to others**  **I can compare places I know**  **Locational Knowledge**  **Place knowledge:**  **Human and physical geography**  **Weather charts, seasons, clothing.**  **Geographical Fieldwork:**  **Map and Atlas Work:**  **Key Vocabulary:**  **weather, season, compass, compass points, North, South, East, West, equator, hot, cold, direction, country, right, left** |  |  | **The UK**  **The United Kingdom**  **Capitals cities**  **Locate the four countries on a map of the UK**  **Locate waterways on a map**  **Key Vocabulary:**  **Capital city, country, England, Scotland, Wales, N. Ireland, Belfast, Cardiff, Edinburgh, London,** |
| **Art** | **Painting**  **To explore the painting techniques of Monet - colour mixing, shade, perspective and texture (preliminary studies) using a range of paints – acrylic, watercolour**  **To use a variety of tools and different techniques – brush sizes and tools.**  **Mix colours**  **Colour – identify primary colours by name**  **Create texture within paint by adding sources – sand etc.** | | **Collage**  **Create images from s variety of media – photocopies, material, art works, books**  **Arrange and glue to a variety of backgrounds**  **Sort and group for purpose**  **Fold, crumple, tear – overlap images,**  **Work on different scales**  **Linked to fairytales to make a collaborative class story quilt collage**  **Colour – Collect, sort, name, match – appropriate for an image.**  **Shape – Create and arrange shapes appropriately**  **Create texture by weaving materials – paper and natural resources through recycled materials** | **Drawing**  **Experiment with a variety of media; pencils, rubbers, crayons, felt tips,**  **Name, match and draw lines/marks from observations.**  **Invent new lines. Draw on different surfaces with a range of media.**  **Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.**    **Investigate textures by describing, naming, rubbing, copying**. | **Sculpture**  **Experiment with constructing and joining recycled, natural and manmade materials** | **Printing**  **Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.**  **Build repeating patterns and recognise pattern in the environment.**    **Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils**  **Make rubbings to collect textures and patterns** | **Textile**  **Indian Block Printing**  **Apply colour with printing, dipping, fabric crayons**  **Create and use dyes i.e. onion skins, tea, coffee** |
| **Artist Study** | Image result for kandinsky  **Kandinsky** | | **Faith Ringgold**  **Story Quilts**  Image result for faith ringgold story quilts | **Henri Rousseau**  **Jungles** Image result for jungle rousseau | **Andy Goldsworthy**Image result for andy goldsworthy  **Suggested materials – Naturak Materials** | **Artist Study**  **Van Doesburg**  Image result for van doesburg | **Molly Mahon**  **Indian Block Printing - 20th century block printer – fabric and paper** |
| **Design Technology** |  | **Design Technology**  **Make a Cage to Keep Nibbles In**  **Free Standing Structures**  **Deconstruct, design and make a cage**  **DESIGN – Design purposeful, functional and appealing products for themselves and other based upon a design criterion**  **MAKE – select from and use a range of tools and equipment to perform practical tasks – cutting, shaping, joining and finishing**  **EVALUATE – explore and evaluate a range of existing products**  **TECHNICAL KNOWLEDGE –Build Structures exploring how they can be made stronger, stiffer and more stable.** | |  |  | **Healthy Living week.**  **Can they design their own healthy fruit picnic?**  **Preparing fruit and vegetables**  **Design – purposeful, functional and appealing products for themselves and others based upon a design criterion.**  **Make – select from and use a range of tools and equipment to perform practical tasks.**  **Evaluate - Which fruit/vegetables might be the best for our product to match the occasion/purpose? – Healthy.**  **Technical - Children examine a range of fruit/vegetables. Use questions to develop children’s understanding**.  **Design Technology**  **Deconstruct, design and make a class bus – wheels and axils**  **DESIGN – Design purposeful, functional and appealing products for themselves and other based upon a design criterion**  **MAKE – select from and use a range of tools and equipment to perform practical tasks – cutting, shaping, joining and finishing**  **EVALUATE – explore and evaluate a range of existing products**  **TECHNICAL KNOWLEDGE –explore how to use mechanisms wheel and axis in their products** |  |
| **Cooking**  **Opportunities** |  | | | **Christmas Cooking**  **Sweets** |  | **Easter Biscuits /Cakes** |  |
| **Music**  **(charanga)** | **Hey You!** | | **Little Angel Gets Her Wings** | **In the Groove** | **Rhythm in the Way We Walk and Banana Rap** | **Round and Round** | **Reflect, Rewind and Replay** |
| **Computing**  **(scheme)**  **Digital Literacy** | Computer Networks  Keep It Private  **Going Places Safely** | | Creativity  **ABC Searching** | Productivity | Creativity  **My Creative Work** | Programming | Communication  **Sending E Mail** |
| **PE**  **(Real PE/Games)** | **Real PE**  **Gymnastics** | | **Real PE**  **Dance** | **Real PE**  **Games - Football Focus** | **Real PE**  **Athletics** | **Real PE**  **Gymnastics and Dance linked to topic** | **Real PE**  **Games** |
| **Religious Education**  **What do people say about God? (God)** | ***Hindu Dharma***  ***What is God like?***  ***Diwali*** | | ***God – Christianity***  ***How do some people behave because they believe in God.*** | ***Christianity – Baptism***  ***What do dome people do because they believe in God?*** | ***Christianity –Easter***  ***What stories are told about God and why are they told?*** | ***Islam – Why do some people think God made the World?*** | ***Judaism – Pesach***  ***How do some people behave because they believe in God.*** |
| **PHSCE** | **The School Community**  Classroom Rules  Making a classroom  a caring environment.  Thinking about self  and others  Respect  \*\* NSPCC Pants \*\* | | **Friendships & Relationships**  Recognising emotions through facial expression and body language  Behaviour  Anti-Bullying Week  Value of having friends  Caring for others | **My Family**  Family groups – diversity of family (Stonewall)  Respect for others  Part of community or groups  Jobs | **Keeping Safe – Self Awareness**  Road safety  Safety at home  Safe places/people  Internet safety | **Health and Wellbeing**  Personal hygiene  Medicines  Germs  **\*\* Kidsafe \*\*** | **What have I Achieved?**  Personal goals  Emotions and feelings  Value achievements and talents  **\*\* Kidsfe\*\*** |
| **Charcater Education** | **A Walk on the Wild Side**  **Steve Backshall** | | | **Simba And Me – Circle fo Life**  **Walk Disney** | | **Traditional Tales**  **Once Upon A Time …** | |