

## Y1 Curriculum Overview

	Autumn	Spring	Summer
<b>Mathematics</b> <b>PowerMaths</b>	<b>Power Maths Textbook 1A</b> <ul style="list-style-type: none"> <li>Number – numbers to 10</li> <li>Number – part whole within 10</li> <li>Number – addition within 10</li> <li>Number – subtraction within 10</li> <li>Geometry – properties of shape</li> </ul>	<b>Power Maths Textbook 1B</b> <ul style="list-style-type: none"> <li>Number – numbers to 20</li> <li>Number – addition and subtraction within 10</li> <li>Number – numbers to 50</li> <li>Measurement – length and height</li> <li>Measurement – weight and volume</li> </ul>	<b>Power Maths Textbook 1C</b> <ul style="list-style-type: none"> <li>Number – multiplication and division</li> <li>Number – fractions (halves and quarters)</li> <li>Geometry – position and direction</li> <li>Number – numbers to 100</li> <li>Measurement – money</li> <li>Measurement - time</li> </ul>
<b>Reading</b>	<p><b>Reading in Y2 follows the RWI Phonics &amp; Comprehension scheme</b></p> <p><b>Structured Story Time</b></p> <p>The children take part in structured story time sessions each week. The sessions look at story extracts linked to their humanities and writing units. They read for fluency and answer simple questions for understanding using VIPERS.</p>		
<b>Beautiful Read texts</b>	<p><b>In Year 1 the children read a range of picture books each week during Beautiful Read time.</b></p> <p>Please refer to our Literature Spine for detail.</p>		



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES

<p><b>Writing</b></p>	<p><b>I'll Huff and I'll Puff!</b> Re-tell of The Three Little Pigs. <b>Purpose:</b> entertain <b>Audience:</b> Reception children <b>Text type:</b> narrative - traditional tale</p> <p><b>Starting School</b> Explanation of what it is like starting school inspired by the Colour Monster Goes to School. <b>Purpose:</b> inform <b>Audience:</b> visitors to the school website <b>Text type:</b> non-fiction - explanation</p> <p><b>Twinkle Twinkle</b> Nursery rhyme performances linked to national Nursery Rhyme Day. <b>Purpose:</b> entertain <b>Audience:</b> Y1 parents <b>Text type:</b> poetry – nursery rhymes</p> <p><b>Run, run as fast as you can!</b> Re-tell of The Gingerbread Man. <b>Purpose:</b> entertain <b>Audience:</b> Children in UKS2 <b>Text type:</b> narrative – traditional tale</p> <p><b>Making gingerbread</b> List &amp; instruction writing for gingerbread biscuits. <b>Purpose:</b> inform <b>Audience:</b> parents <b>Text type:</b> non-fiction – instructions &amp; lists</p> <p><b>T'was the night before Christmas</b> Focus Poet - poetry performance of Clement Clarke Moore's poem. <b>Purpose:</b> entertain <b>Audience:</b> EYFS &amp; Y1 children and parents <b>Text type:</b> performance poetry</p>	<p><b>A bear called Paddington</b> Character description writing of Paddington Bear. <b>Purpose:</b> entertain <b>Audience:</b> children &amp; adults around school <b>Text type:</b> narrative</p> <p><b>Dear Aunt Lucy</b> Writing a postcard from Paddington to Aunt Lucy. <b>Purpose:</b> inform <b>Audience:</b> Y1 classmates <b>Text type:</b> non-fiction – informal letter writing</p> <p><b>WANTED!</b> Character description as a Wanted Poster inspired by Cops and Robbers. <b>Purpose:</b> entertain <b>Audience:</b> children at school <b>Text type:</b> narrative – character description</p> <p><b>The Queen's Hat</b> Fact sentences about the Queen inspired by The Queen's Hat. <b>Purpose:</b> inform <b>Audience:</b> Y2 children <b>Text type:</b> non-fiction</p> <p><b>We love Wiffy</b> Acrostic poem writing about Wiffy Wilson. <b>Purpose:</b> entertain <b>Audience:</b> Y1 classmates <b>Text type:</b> poetry - acrostic</p>	<p><b>Wiffy Wilson</b> Story board re-tell of Wiffy Wilson goes to School. <b>Purpose:</b> entertain <b>Audience:</b> nursery children <b>Text type:</b> narrative</p> <p><b>Wolves</b> Fact sentences about Wolves. <b>Purpose:</b> inform <b>Audience:</b> children &amp; adults around school <b>Text type:</b> non-fiction</p> <p><b>Where the Wild Things Are</b> Setting description from Where the Wild Things Are. <b>Purpose:</b> entertain <b>Audience:</b> visitors to the school website <b>Text type:</b> narrative – setting description</p> <p><b>Starting School</b> Non-chronological report about starting school for the new Reception children. <b>Purpose:</b> inform <b>Audience:</b> new Reception children &amp; their parents <b>Text type:</b> non-fiction</p> <p><b>What makes me a me?</b> Simple simile poem writing about themselves for their new teacher. 'I am as...' <b>Purpose:</b> entertain <b>Audience:</b> new Y2 teacher <b>Text type:</b> poetry</p>
-----------------------	--	---	---



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES

<b>Humanities</b> Cornerstones	<b>Here We Are (Geography)</b> This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.		<b>Bright Lights, Big City (Geography)</b> This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.		<b>School Days (History)</b> This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.
	<b>Childhood (History)</b> This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.				
<b>Science</b> Cornerstones	<b>Human senses</b> This project teaches children that humans are a type of animal known as a mammal. They name and count body parts and identify similarities and differences. They learn about the senses, the body parts associated with each sense and their role in keeping us safe.	<b>Seasonal changes</b> This project teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK.	<b>Materials</b> This project teaches children that objects are made from materials. They identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties define its use.		<b>Plants</b> This project teaches children about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and observe how they change over time.
					<b>Animals</b> This project teaches children about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and describe their common structures, diets, and how animals should be cared for.
<b>Art and design</b> Cornerstones	<b>Mix It</b> This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.	<b>Funny Faces</b> This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.			<b>Rays and Sunrays</b> This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.

<b>DT</b> <b>Cornerstones</b>				<b>Taxi (wheels)</b> (Moving toys) This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.			<b>Chop, slice, mash – street food</b> This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria.		
<b>Computing</b> <b>Purple Mash</b>	<b>Online Safety</b> Children learn to log in safely and the importance of logging out.	<b>Grouping and sorting</b> Learning to sort items using a range of criteria and sorting items on the computer.	<b>Pictograms</b> Children learn that data can be represented in picture format, contribute to a class pictogram and use a pictogram to record the results of an experiment.	<b>Lego builders</b> Children learn to follow and create simple instructions on the computer and learn how the order of instructions can affect the result.	<b>Maze explorers</b> Children learn the functionality of direction keys and learn how to create and debug a set of instructions (algorithm.)	<b>Animated story books</b> Children are introduced to e-books and learn to add animation and sound to a story.	<b>Coding</b> Children use code to plan and make a computer program.	<b>Spreadsheets</b> Children learn what a spreadsheet program looks like and enter data into spreadsheet cells.	<b>Technology outside school</b> Children find and record examples of where technology is used outside of school.
<b>PE</b> <b>Merton</b>	<b>Dance (1)</b> Children focus on spatial awareness whilst exploring agility, balance and coordination skills	<b>Athletics (1)</b> Children explore running, jumping and throwing activities.	<b>Gym (1)</b> Children investigate movement, stillness and how to find and use space safely.	<b>Games (1)</b> Children develop basic game playing skill, in particular throwing and catching.	<b>Gym (2)</b> They explore basic gymnastic actions on the floor and on the bench.	<b>Games (2)</b> Children play games based on net games, like tennis and badminton.			



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES

<b>Music</b> <b>Charanga</b>	<b>Hey You!</b> Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.	<b>Rhythm in the way we walk and banana rap</b> All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.	<b>In the groove</b> In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove.	<b>Round and round</b> This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.	<b>Your Imagination</b> This unit focuses on a song by Joanna Mangona and Pete Readman. This is a song about using your imagination.	<b>Reflect, rewind and replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music
<b>MFL</b> <b>Mandarin</b>	<b>Greetings and preferences</b> Throughout this unit, children will get to know the basics of Mandarin Chinese. They will learn some useful everyday language including greetings.	<b>My family</b> Throughout this unit, children will learn to introduce themselves and their families using Chinese.	<b>Describing the world around me (1)</b> Children will explore relevant sentence structures that feature negation and questioning.	<b>Describing the world around me (2)</b> During this unit, children will consolidate their use of previously taught target language Children will learn descriptive language.	<b>Feelings and emotions</b> Throughout this unit, children will develop their listening and speaking skills while also adding to their Chinese vocabulary. Children will learn to discuss their feelings and emotions.	<b>Numbers</b> Throughout this term, children will review all content taught. They will develop their knowledge of numbers.
<b>RE</b> <b>PlanBee</b>	<b>Our wonderful world</b> Children explore what makes the world special and explore the Jewish, Christian, Islamic and Hindu creation stories.	<b>Why do Christians give gifts at Christmas?</b> Children discuss their experiences of giving and receiving presents and they find out about the story of Jesus' birth.	<b>Special books</b> Children share special books and find out which books are special for different religions.	<b>What did Jesus teach us?</b> Children find out about the life of Jesus, find out about the parable of the lost son and find out about the parable of the good Samaritan.	<b>What do Hindus believe?</b> Children will find out what Hindus believe, find out about special occasions in a Hindu childhood and find out what happens in a Hindu wedding.	<b>What do Muslims celebrate?</b> Children will find out about the Islamic New Year, find out about the Day of Ashura and find out find out about Mawlid al Nabi.



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES

<p><b>PSHE</b> <i>Discovery</i></p>	<p><b>Happy and healthy relationships</b> Forming friendships and how kind or unkind behaviours impact other people.</p>	<p><b>Similarities and differences</b> Similarities and differences between people and how to respect and celebrate these.</p>	<p><b>Caring and responsibility</b> Identifying who our special people are and how they keep us safe.</p>	<p><b>Families and committed relationships</b> What a family is (including difference and diversity between families), and why families are important and special</p>	<p><b>Healthy bodies, healthy minds</b> Our bodies and the amazing things they can do. Learning the correct names for different body parts.</p>	<p><b>Coping with change</b> Growing from young to old and how we have changed since we were born.</p>
---	--	--	---	---	---	--



ACADEMIC EXCELLENCE



SOCIAL INTELLIGENCE



ETHICAL LIVES