

Year 1 Curriculum Overview

For more detail, see Curriculum Subject Plans which include key vocabulary *Subject to change

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overarching Theme	Who am I and where do I live?	Putting on a Show	Achievers	The wonderful world of weather	Playtimes and Pastimes	Here, There and Everywhere!
Linked themes	<ul style="list-style-type: none"> Harvest 	<ul style="list-style-type: none"> Autumn Diwali Remembrance Sunday Nativity Play Christmas 	<ul style="list-style-type: none"> Setting goals 	<ul style="list-style-type: none"> Spring 		Transition
Enhancement	<ul style="list-style-type: none"> Jeans for Genes Day *Healthy Eating Week *Walk to School Week Harvest Assembly National Poetry Day Perform workshop 	<ul style="list-style-type: none"> Diwali Assembly Children in Need Day Christmas Jumper Day Live Play at Norden Farm Performing in a Play 	<ul style="list-style-type: none"> Athlete circuits 	<ul style="list-style-type: none"> *Talent Show World Book Day Maidenhead Big Read – author visits Onesie Wednesday Norden Farm workshop 	<ul style="list-style-type: none"> Growing and hatching butterflies/chicks Visit to the Gurdwara *Perform workshop 	<ul style="list-style-type: none"> Active Roadshow Summer trip
English – Spoken Language	<ul style="list-style-type: none"> Learn to listen and respond appropriately to adults and their peers. Learn to ask relevant questions to extend their understanding and knowledge. Participate in presentations. <p>Show and Tell</p>	<ul style="list-style-type: none"> Learn to listen and respond appropriately to adults and their peers. Learn to ask relevant questions to extend their understanding and knowledge. Participate in presentations and performances. <p>Show and Tell</p> <p>Perform in the Nativity Play</p>	<ul style="list-style-type: none"> Learn the skills of speaking audibly and fluently with an increasing command of Standard English. Participate in presentations. <p>Recital</p>	<ul style="list-style-type: none"> Learn the skills of speaking audibly and fluently with an increasing command of Standard English. Participate in presentations and performances. <p>Recital</p>	<ul style="list-style-type: none"> Build on the skills of speaking audibly and fluently with an increasing command of Standard English. Participate in presentations. <p>Reading aloud a short passage</p>	<ul style="list-style-type: none"> Build on the skills of speaking audibly and fluently with an increasing command of Standard English. Participate in presentations. <p>Reading aloud a short passage</p>
English - Spelling	<ul style="list-style-type: none"> Name the letters of the alphabet in order and the days of the week. Clap syllables in words e.g., pocket, rabbit, thunder, sunset. 	<ul style="list-style-type: none"> Begin to spell the names of the days of the week. Revisit clapping syllables in words e.g., pocket, rabbit, thunder, sunset. 	<ul style="list-style-type: none"> Compound words (two words joined together) e.g. football, bedroom. Spell the names of the days of the week. 	<ul style="list-style-type: none"> Words ending ‘nk’ e.g., bank, think, sunk, honk. Spell the names of the days of the week. 	<ul style="list-style-type: none"> Words ending in the ‘v’ sound (letter e usually needs to be added) e.g. have, live, give. Spell the names of the days of the week. 	<ul style="list-style-type: none"> Revise words ending ‘nk’ e.g., bank, think, sunk, honk. Revise words ending in the ‘v’ sound (letter e usually needs to be added) e.g. have, live.
English - Writing (composition)	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> Say out loud, what they are going to write about. 	<p>Pupils will over-learn to:</p> <ul style="list-style-type: none"> Say out loud, what they are going to write about. 	<p>Pupils will over-learn to:</p> <ul style="list-style-type: none"> Say out loud, what they are going to write about. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> Sequence sentences to form short narratives. 	<p>Pupils will over-learn to:</p> <ul style="list-style-type: none"> Sequence sentences to form short narratives. 	<p>Pupils will over-learn to:</p>

	<ul style="list-style-type: none"> • Compose their sentence orally before writing it. • Discuss what they have written with the teacher. 	<ul style="list-style-type: none"> • Compose their sentence orally before writing it. • Discuss what they have written with the teacher. 	<ul style="list-style-type: none"> • Compose their sentence orally before writing it. • Discuss what they have written with the teacher. 	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. <p>Pupils will learn to:</p> <ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. • Read aloud their writing clearly enough to be heard by their peers and the teacher.
<p>English - Writing (Vocabulary, Punctuation & Grammar)</p>	<ul style="list-style-type: none"> • Learn that words can combine to make sentences. • Learn that words in sentences are separated with spaces. • Introduce capital letters and full stops to demarcate sentences. • Learn to use capital letters for names and for the personal pronoun 'I'. • Learn how to join words and joining clauses using and. • Secure the terminology: letter, capital letter, word, sentence, full stop. 	<ul style="list-style-type: none"> • Learn that a Noun is a word (other than a pronoun) used to identify any of a class of people, places, or things (common noun), or to name a particular one of these (proper noun). • Learn that a title or heading tells us what the information below it will be about. • Secure the use of finger spaces to separate words in a sentence. • Revisit how to join words and join clauses using and. • Learn that we can sequencing sentences to form short narratives. • Secure the terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop. 	<ul style="list-style-type: none"> • Revisit and secure joining words and joining clauses using and. • Learn that a verb is a word used to describe an action. • Introduce question marks to demarcate sentences. • Secure the use of finger spaces to separate words in a sentence. • Revisit that we can sequencing sentences to form short narratives. • Secure the terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark. 	<ul style="list-style-type: none"> • Revisit Nouns and Verbs. • Secure the terminology: noun, verb. • Learn that Adjectives describe words (before a noun, to make the noun's meaning more specific, i.e. to modify the noun) or after the verb 'be' as its complement. • Introduce exclamation marks to demarcate sentences. • Secure the terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 	<ul style="list-style-type: none"> • Revisit Adjectives. • Revisit question marks to demarcate sentences. • Revisit exclamation marks to demarcate sentences. • Secure the terminology: noun, verb, adjective. • Secure the terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 	<ul style="list-style-type: none"> • Revisit and secure joining words and joining clauses using and. • Revisit different sentence types – exclamation/question and introduce statement.
<p>English – Writing (application)</p>	<ul style="list-style-type: none"> • Narrative (recount) – Verbalise and complete the written sentence: <i>In the Summer holiday I...</i> • Descriptive – With scaffolding and support, write some simple facts to describe themselves: <i>I am a... (and)...</i> 	<ul style="list-style-type: none"> • Narrative (Diwali Week) – With scaffolding, retell part of the story of Rama and Sita (links with RE). • Creative – Create an acrostic poem on the theme of Autumn, with Autumn as the title or heading. 	<ul style="list-style-type: none"> • Enquiry – Write sentences in the form of questions. • Explanative – Write informative sentences in the form of answers to given questions. 	<ul style="list-style-type: none"> • Narrative (imaginative): Visual Literacy – Write sentences to create an extension to the ending of the story, applying nouns, verbs and adjectives. • Creative – Create a Spring poem, applying 	<ul style="list-style-type: none"> • Narrative (recount) – Write complete sentences to recount what they did over the Easter holiday period using adjectives and verbs. • Narrative (imaginative) – Write a short story based 	<ul style="list-style-type: none"> • Persuasive – Write persuasive sentences to encourage people to visit Shanghai and/or Maidenhead. One or more may be an exclamatory sentence or statement. • Narrative (recount) – Write complete

		<ul style="list-style-type: none"> • Explanative (making lists) – With support, make a vertical list of what is required to put on a show, e.g., stage, costumes, props etc. (nouns). 		nouns, verbs and adjectives.	<p>on a soft toy's adventures.</p> <ul style="list-style-type: none"> • Descriptive – Write factual sentences about a chosen toy. 	sentences to recount their Summer trip using nouns, adjectives and verbs.
English – Writing (Text)	<p>Grandma's Bill by Martin Waddell (fiction)</p> <p>My History (non-fiction)</p>	<p>The Shopping Basket by John Burningham (fiction)</p> <p>A selection of poetry books</p>	<p>You Choose by Nick Sharratt (non-fiction)</p>	<p>'Otherwise' BFI Visual Literacy short film (fiction)</p> <p>A selection of poetry books</p>	<p>Dogger by Shirley Hughes (fiction)</p> <p>Toys Around the World (non-fiction)</p>	<p>The Day the Crayons Quit by Drew Daywalt</p>
Mathematics	<ul style="list-style-type: none"> • Number and Place Value (1) 	<ul style="list-style-type: none"> • Shape (1) • Addition and Subtraction (1) • Christmas Maths (1) 	<ul style="list-style-type: none"> • Number and Place Value (2) • Money (1) 	<ul style="list-style-type: none"> • Addition and Subtraction (2) • Position & Direction (1) • Measure Time (1) 	<ul style="list-style-type: none"> • Measure Length (1) • Number and Place Value (3) • Measure Capacity (1) • Measure Weight (1) 	<ul style="list-style-type: none"> • Shape (2) • Fractions (1) • Multiplication & Division (1)
Science	<p><u>Kapow! Forces, Earth & Space:</u> Seasonal changes</p> <ul style="list-style-type: none"> • The four seasons and the weather associated with each. • How seasonal changes affect trees, daylight hours and our choices about outfits. 	<p><u>Kapow! Materials: Everyday materials</u></p> <ul style="list-style-type: none"> • Identifying the difference between objects and materials, including recycling to conserve resources. 	<p><u>Kapow! Animals, including humans: Sensitive bodies</u></p> <ul style="list-style-type: none"> • Basic parts of the human body and our senses. • How science can support those who have lost sensory function. 	<p><u>Kapow! Animals, including humans: Comparing animals</u></p> <ul style="list-style-type: none"> • Local and global animals, common features and animal classification. • Collecting and recording data. • Dietary habits and classification. • Being a zookeeper. 	<p><u>Kapow! Plants: Introduction to plants</u></p> <ul style="list-style-type: none"> • Key features of a plant. • Using investigative skills to record the growth of a plant over time. • How plants are used by humans and growing a herb garden. 	<p><u>Kapow! Making connections</u></p> <ul style="list-style-type: none"> • Bringing together learning and making connections.
Religious Education	<p>New beginnings</p> <ul style="list-style-type: none"> • Believing and behaving • Harvest – being thankful • Belonging • Creation 	<ul style="list-style-type: none"> • Diwali • All Saints Day • Advent • Christingle • Christmas/Incarnation 	<ul style="list-style-type: none"> • Moses • Ways of living • The Bible 	<ul style="list-style-type: none"> • Lent • Shrove Tuesday • Forgiveness • Easter/Salvation 	<ul style="list-style-type: none"> • Sikhism – the 5Ks • The Gurdwara flag • Visit the Gurdwara 	<ul style="list-style-type: none"> • Jesus as a friend • Prayer beads • Religious music and pictures
Geography		<p>Kapow: What is it like here?</p> <ul style="list-style-type: none"> • Where in the world are we? • What can we see in our classroom? • What can we find in our school grounds? 		<p>Kapow: What is the weather like in the UK?</p> <ul style="list-style-type: none"> • Where is the UK? • What are the four seasons? • What are the compass directions? • What is the weather like today? 		<p>Kapow: What is it like to live in Shanghai?</p> <ul style="list-style-type: none"> • What can we see in our local area? • Can we map our local area? • Where in the world is China?

		<ul style="list-style-type: none"> • Where are the different places in our school? • How do we feel about our playground? • Can we make our playground even better? 		<ul style="list-style-type: none"> • Is the weather the same everywhere in the UK? • How do people prepare for the weather? 		<ul style="list-style-type: none"> • What can you see in China? • What is Shanghai like? • How is Shanghai different from our local area?
History	Kapow: How am I making history? <ul style="list-style-type: none"> • What is my history? • How can I find out more about myself? • How are special events remembered? • What was it like for children in the past? • What have I learnt about childhood in the past? • How am I making history? 		Kapow: How have explorers changed the world? <ul style="list-style-type: none"> • What is an explorer? • Where have explorers travelled and when? • Who was Christopher Columbus and what did he do? • Who was Matthew Henson and what did he do? • How has exploration changed? • How can we remember them? 		Kapow: How have toys changed? <ul style="list-style-type: none"> • What is your favourite toy? • Did your parents and grandparents play with the same toys as you? • What were toys like in the past? • What is similar and different about toys now and in the past? • How have teddy bears changed over time? • How have toys changed? 	
Art	Kapow - Drawing: Make your mark <ul style="list-style-type: none"> • Exploring line • Making waves • Experimenting with media • Mark making • Drawing from observation 		Kapow - Painting and mixed media: Colour Splash <ul style="list-style-type: none"> • Making colours • Painting with colour • Printing with paint • Exploring colour mixing • Clarice Cliff plates 		Kapow - Sculpture and 3D: Paper Play <ul style="list-style-type: none"> • Tube towers • 3D drawings • Tree of life • Giant spider model Part 1 & 2 	Kapow - Craft and Design: Woven Wonders <ul style="list-style-type: none"> • Is it art? • Wool wrapping • Exploring thread • Warp and weft • Fibre art
Design & Technology (incl. Cooking & Nutrition)	<ul style="list-style-type: none"> • Food: Fruits & Vegetables 	<ul style="list-style-type: none"> • Textiles: Puppets 	<ul style="list-style-type: none"> • Mechanisms: Wheels and Axles 		<ul style="list-style-type: none"> • Mechanisms: Making a Moving Storybook 	<ul style="list-style-type: none"> • Structures: Constructing a Windmill
Computing	Purple Mash <ul style="list-style-type: none"> • Unit 1:1 (x4) - Online Safety & Exploring Purple Mash • Unit 1:9 (x2) - Technology outside school 	Purple Mash <ul style="list-style-type: none"> • Unit 1:6 (x5) - Animated Stories (<i>links with English/RE</i>) 	Purple Mash <ul style="list-style-type: none"> • Unit 1:4 (x3) - Lego Builders • Unit 1:2 (x2) - Grouping and Sorting 	Purple Mash <ul style="list-style-type: none"> • Unit 1:5 (x4) - Maze Explorers (<i>links with Maths Position & Direction</i>) 	Purple Mash <ul style="list-style-type: none"> • Unit 1:7 (x6) – Coding 	Purple Mash <ul style="list-style-type: none"> • Unit 1:3 (x3) – Pictograms (<i>links with Maths Shape & Counting</i>) • Unit 1:8 (x3) – Spreadsheets

<p>Music</p>	<p>Kapow: Keeping the Pulse (My favourite things)</p> <ul style="list-style-type: none"> • Explore keeping the pulse through music and movement • Singing - linked with value: <i>Thankfulness</i> • Harvest songs 	<ul style="list-style-type: none"> • Use percussion instruments to accompany songs • Follow instructions on how and when to play an instrument • Diwali Songs • Christmas songs 	<p>Kapow: Sound Patterns (Fairytale) Musical Vocabulary</p> <ul style="list-style-type: none"> • Introduce the concept of sound patterns (rhythm) and explore clapping along to repeated words and phrases • Singing - linked with value: <i>Endurance</i> • Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different levels • Learn how to hold an ocarina and control breath • Repeat and investigate simple beats and rhythm on the ocarina 	<p>Kapow: Pitch (Superheroes)</p> <ul style="list-style-type: none"> • Learn how to identify high and low notes and to compose a simple tune to represent a superhero • Singing - linked with value: <i>Compassion</i> • Singing in a round • Learn to play D on the ocarina 	<p>Kapow: Musical Symbols (Under the sea)</p> <ul style="list-style-type: none"> • Combine all the musical concepts learned throughout Year 1 for an underwater themed performance • Singing - linked with value: <i>Reverence</i> • Sing with expression • Consolidate D and introduce E on the ocarina 	<ul style="list-style-type: none"> • Singing - linked with value: <i>Justice</i> • Sing songs from around the world • Consolidate D and E and introduce F# on the ocarina
<p>Physical Education</p>	<p>REAL PE/PREMIER –</p> <ul style="list-style-type: none"> • Fundamental movements <p>GYMNASTICS: Units D & E</p> <ul style="list-style-type: none"> • Hopping, bouncing, skipping, jumping in different directions • 1:2 feet jumping • Thin shapes, star shapes • High and low levels • Points and patches • Balance on small or large parts of body • Partner work – make a hole for partner to slide under • Travel on points and patches 	<p>PREMIER GYMNASTICS: Units F & G</p> <ul style="list-style-type: none"> • Rocking and rolling • Different rolling actions • Join together jump and roll • Different stretched balances showing wide and narrow shapes • Tucked jump • Run – jump, roll and stretched balance sequence <p>DANCE: Units 1 & 2</p> <ul style="list-style-type: none"> • Choose appropriate movements to express ideas and respond to music • Perform simple rhythmic patterns 	<p>PREMIER HOCKEY</p> <p>DANCE: Units 3 & 4</p> <ul style="list-style-type: none"> • Communicate mood through dance • Use variety of basic actions to create dance (travelling, jumping, rolling) • Vary speed and pathway 	<p>PREMIER - BALL SKILLS</p> <ul style="list-style-type: none"> • Sending and receiving <p>MULTI-SKILLS / REAL PE</p> <ul style="list-style-type: none"> • Agility, balance and coordination 	<p>PREMIER TEAM GAMES</p> <ul style="list-style-type: none"> • Striking and fielding <p>CRICKET SKILLS (Chance to Shine resources)</p> <ul style="list-style-type: none"> • Ball skills - Throwing and catching, aiming 	<p>PREMIER - ATHLETIC SKILLS</p> <ul style="list-style-type: none"> • Jumping, throwing, hurdles • Activities for Sports Day <p>SKIPPING</p> <ul style="list-style-type: none"> • Individual and long rope

<p>PSHE & Values</p>	<ul style="list-style-type: none"> • Jigsaw: Being Me in My World • School Value - Thankfulness 	<ul style="list-style-type: none"> • Jigsaw: Celebrating Difference • School Value - Friendship 	<ul style="list-style-type: none"> • Jigsaw: Dreams and Goals • School Value - Endurance 	<ul style="list-style-type: none"> • Jigsaw: Healthy Me • School Value - Compassion 	<ul style="list-style-type: none"> • Jigsaw: Relationships • School Value - Reverence 	<ul style="list-style-type: none"> • Jigsaw: Changing Me • School Value - Justice
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