

**Year 1 Curriculum Overview 2018 -19** Green box = continuous writing

Subject	Autumn		Spring		Summer	
Visit	Cannon Hall farm, Local walk-around Lee Mount.		Visitor-British Airways Pilot		Shibden walk, Shropps Park, Seaside - Filey	
Topic	<u>Animals and Traditional tales</u>		<u>Transport, homes and famous Artists</u>		<u>Seaside</u>	
English	Week 1	Summer Holidays-SEAL Wanda's First Day' PSCHE- SEAL Dreams	Week 1	Katie and the impressionists	Week 1	Pirates 'The Pirates Next Door' Jonny Duddle
	Week 2	PSCHE- SEAL ' Preliminary work - Canon Hall Farm Little Red Hen	Week 2	Katie and the...	Week 2	'Blackbeard the Pirate' Mick Gowar Pirates + Poetry Dress up and perform poems
	Week 3	Preliminary work - Canon Hall Farm Farmer Duck	Week 3	Katie and the...	Week 3	Plunge into the Pirate Pool
	Week 4	Trip to Cannon Hall Farm Animal non-fiction booklet	Week 4	A necklace of raindrops-Power of Reading	Week 4	Pirate-non fiction.
	Week 5	Animal non-fiction booklet Recount of Cannon Hall Farm Trip	Week 5	A necklace of raindrops-Power of Reading	Week 5	Visit to Filey
	Week 6	Animal- Jungle animals Giraffes can't dance	Week 6 Half Term	Stories from different cultures Chinese New Year- Year of the Rooster Assessment week	Week 6 Half Term	Assessment week Recount of Filey Visit
	Week 7	I want my hat back-instruction text	Week 1	The Naughty Bus	Week 1	The Lighthouse keeper's lunch
	Week 8 Half Term	Augustus-The tiger who lost his smile Significant Person-Assessment week.	Week 2	The Train ride.	Week 2	The Lighthouse keeper's catastrophe
	Week 1	The owl who was afraid of the dark	Week 3	Aeroplanes-non fiction history and prep for vistor. Visitor-British Airways Pilot	Week 3	Story of Grace Darling
	Week 2	Nocturnal animals Owls Poetry/Owl babies	Week 4	Robot and The Bluebird	Week 4	Non-fiction Sharks Coastline and rock pools
	Week 3	Hedgehogs	Week 5 Half Term	Robot and The Bluebird/Poetry	Week 5	One World Week- India
	Week 4	Orion and the Dark Power of Reading	Week 6		Week 6	Commotion in the Ocean Poetry and performance poems SEAL -Moving On11
	Week 5	Orion and the Dark	Week 7		Week 7	
Week 6	Christmas stories-linked to animals					

	<b>Week 7</b>	<b>Christmas stories</b>				
	<b>Week 8</b>	<b>Christmas story.</b>				
<b>Science</b>	<b>Animals, including humans</b> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <b>(FINAL OBJECTIVE TAUGHT IN RECEPTION, RE-VISIT BRIEFLY)</b>		<b>Everyday materials</b> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>		<b>Plants</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <b>NB</b> grow a class bean plant to be kept until it produces beans and use it to measure, draw, etc	
<b>History</b>	<ul style="list-style-type: none"> <li>• My self and my family- summer holidays</li> <li>• Toys and Pastimes</li> <li>• Old toys and comparisons to new toys</li> </ul>		<ul style="list-style-type: none"> <li>• Around our local area</li> <li>• Transport in the past Bradford Industrial Museum</li> <li>• Language of time</li> <li>• Continuity &amp; change</li> <li>• Homes past and present</li> </ul>		<ul style="list-style-type: none"> <li>• Language of time</li> <li>• Continuity &amp; change</li> <li>• <u>What were seaside holidays like in the past?</u></li> </ul>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Around our school</li> <li>• Simple maps, directions</li> <li>• People &amp; places of importance in school</li> </ul>		<ul style="list-style-type: none"> <li>• Weather study in local area</li> <li>• Journeys</li> <li>• Transport used in locality &amp; traffic surveys</li> </ul>		<ul style="list-style-type: none"> <li>• Local &amp; National geography)</li> <li>• World places</li> <li>• Map work &amp; locations</li> <li>• Barnaby Bear at the seaside</li> </ul>	
<b>Art</b>	<ul style="list-style-type: none"> <li>• Basic Skills – paint mixing, cutting, observational drawings, junk modelling Artist John Friedrich</li> <li>• Development of fine motor skills</li> <li>• Unit 1A – Self Portraits/Body/Seasonal</li> </ul>		<ul style="list-style-type: none"> <li>• Materials – natural &amp; man made, printing, collage, weaving, papermache, fabric, sewing &amp; salt dough.</li> <li>• Seasonal Art –, Mother’s day &amp; Easter</li> <li>• Paul Klee</li> <li>• Observational Drawing</li> </ul>		<ul style="list-style-type: none"> <li>• Observational drawing of plants and animals</li> <li>• Sculptures– animals Henry Moore</li> <li>• Make a beach hut from Filey visit (box modelling)</li> </ul>	
<b>DT</b>	<ul style="list-style-type: none"> <li>• Making cushions</li> </ul>		<ul style="list-style-type: none"> <li>• Moving Pictures) Easter cards</li> </ul>		<ul style="list-style-type: none"> <li>• Eating Healthy– Fruit {and vegetables}, planning, making and cooking fruit kebab, fruit salad &amp; pumpkin soup</li> </ul>	
<b>Music</b>	<ul style="list-style-type: none"> <li>• Charanga – Hey you!</li> <li>• Charanga – Little Angel gets her wings</li> </ul>		<ul style="list-style-type: none"> <li>• Charanga – In The Groove</li> <li>• Charanga – Rhythm in the way we work and Banana Rap</li> </ul>		<ul style="list-style-type: none"> <li>• Charanga – Round and Round</li> <li>• Charanga – Reflect, Rewind, Replay</li> </ul>	
<b>PE</b>	<ul style="list-style-type: none"> <li>• Outdoors – skipping, bat &amp; ball skills (Unit 3), running &amp; racing</li> <li>• Developing partner work (Unit 4)</li> <li>• <b>Walk – Beacon Hill</b></li> <li>• Dance – year 1 unit 1 dance 17 - Conkers</li> <li>• Gross motor refinement, use of outdoor equipment</li> </ul>	<ul style="list-style-type: none"> <li>• op Outdoors – Photo trail, Human Alphabet</li> <li>• Map Symbol Running Game, Netball Numbers</li> <li>• Gymnastics (Unit D &amp; E)</li> <li>• Top Dance – What’s the time</li> </ul>	Gymnastics - Unit F Rocking and Rolling Top Dance – Machines (I’ve used 7 nation army by White Stripes before) Dance unit 2 (20) Jack and the Beanstalk or Dance yr 2 unit 3 (33) Three Little Pigs	<ul style="list-style-type: none"> <li>• Dance unit 3 (21) Fog and Sunshine</li> <li>• Gymnastics - Unit G Wide, narrow and curled</li> <li>• Dance unit 4 (25) We’re going on a bear hunt</li> </ul>	Games – year 2 unit 1 (throwing and catching, inventing individual games) Games – year 2 unit 2 (making up games with a partner, aiming, hitting, kicking)	<b>Walk – Shibden and Beacon Hill</b> Athletics – Throw javelins, standing long jump, sprinting and running (planning to follow JC)

<b>PSHE</b>	New Beginnings-SEAL Getting on and falling out- SEAL ANTI-BULLYING WEEK: Say No to Bullying- SEAL <ul style="list-style-type: none"> <li>• Identity – what makes me unique &amp; special</li> <li>• Health &amp; Hygiene</li> <li>• Behaviour (class &amp; school rules)</li> <li>• People who help us</li> <li>• Feelings &amp; Relationships</li> <li>• Meditation/ Calming and relaxation techniques</li> <li>• Keeping safe</li> </ul>		Going For Goals - SEAL Relationships - SEAL <ul style="list-style-type: none"> <li>• Community Religions</li> <li>• Places of Worship</li> <li>• Caring for the environment</li> <li>• Friends and family</li> <li>• Meditation/ Calming and relaxation techniques</li> <li>• Sex and relationships education</li> </ul>		Good To Be Me - SEAL Changes – SEAL <ul style="list-style-type: none"> <li>• Caring for living things</li> <li>• Responsibility</li> <li>• Personal goals &amp; transition</li> <li>• Philosophy</li> <li>• Healthy lifestyles/drug education</li> <li>• One World</li> <li>• Meditation/ Calming and relaxation techniques</li> <li>• Preparing for change</li> </ul>	
<b>RE</b>	Which books and stories are special? What does it mean to belong to a Church or a Mosque?		Why do we care?		How do we celebrate special occasions?	
<b>Maths</b>	<p>Can count on and back in ones from any small number, and in tens from zero to 100.</p> <p>Can learn numbers to ten</p> <p>Can read, write and order numbers from 0 to at least 20; understand and use the vocabulary of comparing and ordering these numbers.</p> <p>Within the range 0 to 30, can say the number that is 1 more or less than any given number.</p> <p>Can understand the operation of addition as combining two groups (including money).</p> <p>Can name days of the week.</p> <p>Can use language such as more or less, greater or smaller, heavier or lighter, to compare two numbers or quantities. Can talk about, recognise and recreate simple patterns.</p> <p>Can use everyday language to describe position and</p>	<p>Can count reliably, read, write &amp; reason about numbers, estimate &amp; predict number sequences.</p> <p>Can use correct vocabulary for addition, capacity and shape.</p> <p>Can understand + and - (practical/mental strategies)</p> <p>Can identify coins, solve money &amp; other problems.</p> <p>Can suggest units to measure and solve practical &amp; verbal problems including adding and subtracting one and to digit numbers.</p>	<p>Can know properties of numbers and number sequences. Including odd and even</p> <p>Can count reliably up to 20 objects and by rote in ones, twos, 10's from zero and back again.</p> <p>Can understand and use the vocabulary of comparing and ordering numbers.</p> <p>Can estimate.</p> <p>Can compare two measures.</p> <p>Can use everyday language to describe the features of familiar 3D and 2D shapes.</p> <p>Can tell the time using half, quarters.</p> <p>Can work out amounts and change to 20p.</p>	<p>Can know properties of numbers and number sequences forwards and backwards</p> <p>Can count reliably up to 20 objects and by rote in ones, twos, 10's, 5.s from zero and back again.</p> <p>Can record data in different ways and compare and solve problems to include mass volume length and height.</p> <p>Can use time to hour and half past quarter to compare numbers</p>	<p>Can begin to record Measure using standard and nonstandard units</p> <p>Can begin to use division as a way of sharing/arrays.</p> <p>Can use doubling as means to understanding quantities and fractions</p> <p>Can recognise place value by partitioning and calculating.</p> <p>Can recognise shapes and recognise half and a quarter of shapes</p> <p>Can secure mathematical statements such e.g Word problems addition</p>	<p>Can secure facts including Counting up to 100 forwards and backwards. Can count 2,5,10's forward and backwards Increase number awareness through partitioning and calculating.</p> <p>Securing number facts in measuring.</p> <p>Understanding shape securing fractions of shapes and quantities.</p>

	features of familiar 3-D & 2-D.					
<b>Computing</b>	<i>Control Games</i>	<i>Pivot stick figure</i>	<i>My World – graphs and labels Textease – Capital letters, finger spaces. etc</i>	<i>E-safety – Smartie the penguin E-safety facts - textease</i>	<i>2DIY (placing) Farm picture</i>	<i>Paint (topic related)</i>