

**Curriculum Overview: Year 1**



Academic Year: 2019-20

Curriculum Areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dates/number of days	6 weeks	8 weeks+2 days	6 weeks+2 days	6 weeks	5 weeks	7 weeks
Themes	Traditional Tales	Animals	People who help us	Mr Men and Little Miss	Castles	Olympics
English	<p>Key Texts: - Red Riding Hood -3 Little Pigs Gingerbread Man -3 Billy Goats Gruff</p> <p>Week 1/2. Capitals Week 1/2 Full Stops Week 1/2 finger spaces Week 3/4. What is a noun? What is a proper noun? Week 5 What is a verb? Week 6 What is an adjective? Week 7 using 'and' Week 8 Rhyme</p>	<p>Key Texts: -Dear Zoo -The Greedy Zebra</p> <p>Descriptive writing, onomatopoeia, story sequencing, letter writing</p> <p>Week 1/2 Alphabet and alphabetical order. Week 3/4- compound words Week 5/6 – Capital Letters, full stops and finger spaces Week 7/8 - Assessment</p>	<p>Key Texts: -Emergency Vehicles -Zog and the flying doctors -Non-fiction-Florence Nightingale</p> <p>Week 1 – Capital letters and full stops Week 2 – plural nouns 's' and 'es' Week 3/4 commas Week 5/6 question marks and exclamation marks</p>	<p>Key Texts: -Mr Men and Little Miss Books</p> <p>Week 7 – What is an adjective? Week 8 – 'and' and 'because' Week 9/10 – verbs – adding 'ing' and 'ed' Week 11 – Alphabet and Alphabetical order Week 12 – assessment</p> <p>Setting description, character description</p>	<p>Key Texts: A Midsummer Night's Dream-Shakespeare -Rapunzel</p> <p>Phonics Focus</p> <p>Week 1-commas</p> <p>Week 2/3 - adjective endings 'er' and 'est'</p> <p>Week 4/5 – rhyme and compound words</p> <p>Setting description, story writing, a play in a day.</p>	<p>Key Texts: Fiction – 'The Elephant's Friend'</p> <p>Non Fiction - India</p> <p>Week 1/2 – apostrophes for contraction Week 3-Question marks/exclamation marks Week 4- Alphabetical order Week 5/6-assessments</p>

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<p>Maths</p>	<p>Intro to Learning Journeys</p> <p><b>-Assessment</b></p> <p>-Number Sequences</p> <p>-Number bonds</p> <p>-Number and place value</p>	<p>-addition and subtraction</p> <p>-Number and place value.</p> <p>2d and 3d shape</p> <p>-1 more and 1 less to 50 and language – more than, less than, equal, most and least</p> <p>- addition and subtraction</p> <p>-word problems</p>	<p>-Time (2 weeks)</p> <p>- Place Value (1 week)</p> <p>-Place Value (1 week)</p> <p>-Measures (1 week)</p> <p>-Addition and subtraction (1 week)</p>	<p>Multiplication and division (3 weeks)</p> <p>Fractions (2 weeks)</p> <p>Time (1 week)</p>	<p>Place Value (2 weeks)</p> <p>4 operations (3 weeks)</p>	<p>Measure- money (2 weeks)</p> <p>length, weight, volume, position and direction (2 weeks)</p> <p>Time (1 week)</p> <p><b>Assess</b></p>
<p>Science</p>	<p>Everyday Materials-linked sense</p> <p>*Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>*Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>*Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>*Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical</p>	<p>Animals – grouping</p> <p>*Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>*Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Animals- classifying – herbivores, omnivores etc</p> <p>*Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>*Sc1/2.2d 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>Plants and trees –</p> <p>*Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Plants –</p> <p>*Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Seasonal changes-</p> <p>*Sc1/4.1a observe changes across the 4 seasons</p> <p>*Sc1/4.1b observe and describe weather associated with the seasons and how day length varies</p>	<p>Human body-</p> <p>Linked to sports</p> <p>*Sc1/2.2d 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>

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<p>Jewish Studies</p>	<p>Preparing for Rosh Hashanah</p> <p>Month of Tishrei Chagim – Rosh Hashanah, Yom Kippur and Sukkot</p>	<p>Shabbat project – Shabbat UK</p> <p>Chanukah – story laws and customs. End of year concert</p>	<p>Tu B'Shevat</p> <p>Brachot laws and correct Bracha for each food.</p>	<p>Purim – story laws and customs, create greggars. Purim puppet show.</p> <p>Megilla reading and fancy dress party</p> <p>Pesach – story laws and customs, seder plate, order of seder ,school seder, afikoman bags</p>	<p>The Omer</p> <p>Lag B'omer</p> <p>Yom Ha'atzmaut</p> <p>Yom Yerushalayim – 50<sup>th</sup> anniversary</p> <p>Shavuot laws and customs</p>	<p>Siddur ceremony preparation and knowledge of topography of Siddur.</p>
<p>Geography</p>	<p>Animal Habitats – hot and cold places</p>		<p>Fieldwork (on School Grounds)</p> <p>-Map skills</p> <p>-Forests and trees</p>			<p>UK Countries and Capital cities comparison Seas and Oceans</p>

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<p>History</p>			<p>Mary Seacole          Florence Nightingale          Uniforms then and now.  <b>Significant People</b>          -Dr Marie Curie          -Edith Cavell          -Robert Peel</p>	<p>How things have changed since our grandparents were at school.</p> <p>Can describe similarities in life for them/parents/grandparents</p> <p>Make a simple timeline showing the order in which family members were born</p> <p>Can explain how a change affected life eg before plastic/fridges etc....</p> <p>Develop an awareness of the past and know that some things happened in the past.</p> <p><i>Talk about changes and list causes and consequences, drawing on what they already know from their family, or on background info provided by the teacher.</i></p>	<p>Features of old/new buildings          Compare and contrast          Famous figure:          King/Queen          Hold a 'Royal Day'/Banquet          Shakespeare-          Midsummer night's dream</p>	
<p>Art and Design Technology</p>	<p>Drawing using different techniques</p> <p>Structures – Stability and strength – houses and bridges</p>	<p>Animal prints.          Painting of animals in their habitats          Collage making</p>	<p>Weaving- vehicles          -Junk Modelling          emergency vehicles          - design signs and symbols</p>	<p>Print Making          Mr Men and Little Miss art</p>	<p>Shakespearean art</p>	<p>World cup related art- flags, badges</p>

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Music		Carnival of the animals Peter and the Wolf Music Express – The Hairy Scary Castle – think of lyrics for another verse Planets		Rhythm Grid  Ocarinas	Sounds of the forest – wooden Instruments	
MFL- Hebrew Reading	<p><u>Group 1</u> - white and red aleph champ review</p> <p><u>Group 2</u> - white Alef champ review.</p> <p><u>Group 3</u> - Alef till yud - phonics</p>	<p><u>Group 1</u> - red aleph champ review begin kamatz pink level.</p> <p><u>Group 2</u> - red Alef champ review-all Hebrew letters.</p> <p><u>Group 3</u> - White Alef champ review.</p>	<p><u>Group 1</u> - Pink kamatz words and multi syllable words.</p> <p>Orange level with patach and tzeirei.</p> <p><u>Group 2</u> - Pink level - letter with kamatz and simple words.</p> <p><u>Group 3</u> - White Alef champ review.</p>	<p><u>Group 1</u> - Complete Orange level with multi syllabic words.</p> <p>Tzeirei and Segol.</p> <p><u>Group 2</u> - Complete pink level with 1, 2 and 3 syllable words.</p> <p><u>Group 3</u> - Red aleph champ review. Begin pink level.</p>	<p><u>Group 1</u> - Yellow aleph champ - sego and Sh'va</p> <p><u>Group 2</u> - Orange level - patach, tzeirei and mixed vowel words.</p> <p><u>Group 3</u> - Pink level - kamatz words - 1,2,3 syllables.</p>	

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PE & Games	Routines Simple Games Working on listening to instructions	Balance & co-ordination Skills: Sequences Travelling skills: Turning, balancing, travelling	Ball skills: Dribbling ball while blindfolded, hopping, one arm behind back	Team Skills: Attacking, Defending Large Apparatus: Build a sequence	Ball skills: Throw and catch Pass and move	Sports day skills
Computing CS – computer Science  DL – Digital Literacy	IT – Text and Images e-safety	CS/IT – Computational thinking e-safety	IT – using digital tools e-safety	IT – Digital Research, BeeBots.  IT / DL – Recognise common uses of IT beyond school/hardware	CS – Programming IT – Phonic Games	IT – Presenting Information  <b>e-safety</b>
PSHE	Class Charter Class and School Rules Routines	Friendship Conflict/Resolution Relationships Honesty and fairness	Healthy Living	Fairness  Apologising  Teamwork	Sun Safety	Other Cultures
Trips / visitors / events		Ranger Rob and Animal Ash	Visits from CST, Rabbi Walker, Border Force		Skipton Castle	