

Year 1 Curriculum Overview - The Haunted Who

English

Author study/Theme: Dr Seuss

Reading/key texts

The Haunted Who - Cat in the Hat - Cat in the Hat comes back Funny Bones
Discuss word meanings, linking new meanings to those already known.
Say out loud what they are going to write about
-Leave spaces between words.
-Form/begin to form sentences using a capital letter and full stop.
Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Writing/outcomes

Forming and writing rhyming strings.
Identify rhyming words in sentences.
Create own sentences using rhyming words.
recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart.
Drawing on what they already know or on background information and vocabulary provided by the teacher - discussing the significance of the title and events.
Saying out loud what they are going to write about.
Composing a sentence orally before writing it - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Pattern and rhyme
Lists, labels and captions
Sequencing sentences using rhyme
Rhyming couplets
Using the senses

Grammar, punctuation and spelling

Leaving spaces between words
Separation of words with spaces
How words can combine to make sentences

Terminology

Letter/word
Sentence/capital letter/punctuation/full stop

Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Listen with concentration and understanding to a range of high-quality live and recorded music.

PSHE, RSE and Safety

Families and Friendships – Roles of different people; families; feeling cared for.

Learn about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers.
Understand the role these different people play in children's lives and how they care for them
Understand what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. Know about the importance of telling someone — and how to tell them — if they are worried about something in their family
Safe Relationships – Recognising privacy; staying safe; seeking permission. Learn about situations when someone's body or feelings might be hurt and whom to go to for help
Know about what it means to keep something private, including parts of the body that are private
Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)
Know how to respond if being touched makes them feel uncomfortable or unsafe. Know when it is important to ask for permission to touch others.
Know how to ask for and give/not give permission

E safety

Recognise common uses of information technology beyond school. Use technology safely and respectfully. Keeping personal information private.

Mathematics

Place value

Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.
Count, read and write numbers to 10 in numerals and words.
Given a number, identify one more or one less.
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Represent and use number bonds and related subtraction facts within 10.

Addition and subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
Add and subtract one digit numbers to 10, including zero.
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Religious Education

Investigate the beliefs and practices of religions and other world views, including:

Beliefs and authority; core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities express belief, commitment and emotion.

Investigate how religions and other world views address questions of meaning, purpose and value, including:

Ultimate Questions of belonging, meaning, purpose and truth.

Geography

Study a map of Calderdale and West Yorkshire and locate major towns and cities
Look at school grounds and local area. Discuss physical features and human features.
Identify seasonal and daily weather patterns in the United Kingdom.

Use basic geographical vocabulary to refer to key physical features and key human features.
Locate the UK using maps, atlases, globes and digital mapping. Describe the location of features and routes on a map using simple compass directions and directional language.
Examine local area using aerial photographs.
Recognise landmarks and basic human and physical features. Create a simple map and construct basic symbols for a key.
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Art and Design

Pupils with secure understanding indicated by:

All children should be able to create a portrait that includes the key features.
Children will be able to create different portraits using a range of techniques, including drawing and in the style of Picasso.

Pupils working at greater depth indicated by:

Some children will be able to talk about the work of a range of portrait artists and describe differences and similarities between different practises

Science

Humans

Identify, name and discuss the differences between living and non-living differences.
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Be able to talk about how they can keep their body healthy.

Working scientifically

Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying).
Explore the world around them and raise their own simple questions.
Experience different types of science enquiries, including practical activities.
Use their observations and ideas to suggest answers to questions about what they have found out and how they found it out.
With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

Computing

We are TV chefs

Investigate recipes and TV cookery programmes.
Programme a sandwich making robot.
Practice using a camera.
Film my recipe video.
Edit and review my instructional video.

History

Working Historically

Historical focus on -Chronological Understanding.
Placing objects in chronological order (recent history).
Recount past changes from their own lives
Sequence some events in chronological order
Use words and phrases like: old, new, a long time ago, before, after, past, present, then and now.
Know that some objects belonged to the past.
Use the words past and present correctly.



Family tree.

Links to History.

Physical Education

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Perform dances using simple movement patterns.

Enhancements

Trips and visitors: Eureka! , Police visits, Better living team – sleep, healthy eating.

Debate: Transition in Year 1, class rules, behaviour system, healthy living, e-safety, Halloween safety, police roles, feelings, how to be a good friend, trips safety.