

# Year 1 Curriculum Overview - Doyouthinkhesaurus

## English

### Author study/Theme: Julia Donaldson

#### Reading/key texts

Tyrannosaurus Drip - Dear Dinosaur - Dinosaur came to school - T-Rex on tour There's a T-Rex in Town.

Be encouraged to link what they read or hear read to their own experiences.

Become very familiar with key stories, fairy stories and traditional tales, retelling them, and considering their particular characteristics.

Recognise and joining in with predictable phrases.

Draw on what they already know or on background information and vocabulary provided by the teacher - composing a sentence orally before writing it.

Participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them.

#### Writing/outcomes

Say out loud what they are going to write about.

Composing a sentence orally before writing it.

Leave spaces between words.

Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Begin to punctuate sentences using a capital letter and a full stop, question mark.

or exclamation mark – joining words with and.

Sequence sentences to form short narratives.

Leave spaces between words - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' joining words with 'and'.

How words combine to make sentences.

Recounts on postcards

Poetry

#### 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

## 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.

Participate in team games, developing simple tactics for attacking and defending.

## PSHE, RSE and Safety

### **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

- about what it means to keep something private, including parts of the body that are private
- to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)

- how to respond if being touched makes them feel uncomfortable or unsafe
- when it is important to ask for permission to touch others

- how to ask for and give/not give permission

### **Respecting ourselves and others – How behaviour affects others; being respectful.**

Learn what kind and unkind behaviour mean in and out school

- how kind and unkind behaviour can make people feel
- about what respect means
- about class rules, being polite to others, sharing and taking turns

## Mathematics

### Properties of shape

Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles).

Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)

### Number, place value

Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.

Count, read and write numbers to 20 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.

## Religious Education

Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities express belief, commitment and emotion.

## 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.

## Geography

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Identify seasonal and daily weather patterns in the United Kingdom.

Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

## Art and Design

### **Pupils with secure understanding indicated by:**

Creating a different shape, manipulating the material with some proficiency. Trying out a range of tools.

### **Pupils working at greater depth indicated by:**

More regularity in the pattern, justifying decisions on depth and thickness of the etched markings. Trying out a range of tools, recognising that they have different qualities.

Showing an interest in what they think about the work of others.

## Science

### Seasonal changes

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.

### Working scientifically

Explore the world around them and raise their own simple questions.

Experience different types of science enquiries, including practical activities.

Begin to recognise different ways in which they might answer scientific questions.

Carry out simple tests.

Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying).

Ask people questions and use simple secondary sources to find answers.

Observe closely using simple equipment with help, observe changes over time.

With guidance, they should notice patterns and relationships.

Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data.

Record simple data.

Use their observations and ideas to suggest answers to questions. Talk 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 painters**

Evaluate fairy tale illustrations.

Plan my own fairy tale illustrations.

Create and store my illustrations.

Retrieve and manipulate my illustrations.

Make an e-book.

Review my e-book.



The United Kingdom.

Links to Geography.



Links to Art and Design.

## Enhancements

**Trips and visitors:** Arch logical dig, Nativity, Church Services.

**Debate:** Bonfire night safety, weather safety, feelings/how to be a good friend, Flat Stanley, celebrations, pants rule.