

Year 1 Curriculum Overview – Once upon a time

English

Author study/Theme: Fairy tales

Reading/key texts

Jack and the Beanstalk - Goldilocks and the three bears. - Cinderella - Who lives in a Castle like this? Discussing the significance of the title and events. Making predictions and inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far saying out loud what they are going to write about. Being encouraged to link what they read or hear read to their own experiences, checking that the text makes sense to them as they read and correcting inaccurate reading. Recognising and joining in with predictable phrases - learning to appreciate rhymes and poems, and to recite some by heart. Participate in discussion about what is read to them, taking turns and listening to what others say explain

Writing/outcomes

Saying out loud what they are going to write about. Discuss what they have written with the teacher or other pupils. 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'. Leaving spaces between words -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Retell and sequence. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Instructions/Recounts
Fact and fiction/
Rhyming couplets

Grammar, punctuation and spelling

Using capital letters for names of people and places, the days of the week and the personal pronoun 'I'
Introduction to question marks.

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

Media literacy and Digital resilience - The internet in everyday life; online content and information.

Learn about using the internet and digital devices; communicating online.

- how and why people use the internet.
- the benefits of using the internet and digital devices.
- how people find things out and communicate safely with others online.

Money and Work - Strengths and interests; jobs in the community.

Learn about strengths and interests; jobs in the community.

- that everyone has different strengths, in and out of school.
- about how different strengths and interests are needed to do different jobs.

Mathematics

Measurement

Measure and begin to record lengths and heights.

Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).

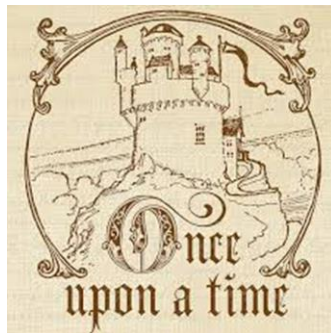
Measure and begin to record mass/weight, capacity and volume.

Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

Computing

We are storytellers

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



Religious Education

Investigate how religions and other world views influence morality, identity and diversity, including:

Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

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.

Science

Plants

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.

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 begin to 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.

Design and Technology

Explore and evaluate a range of existing products. Design purposeful, functional, appealing products for themselves or other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].



Puppets.
Linked to Design and Technology.



Enhancements

Trips and visitors: Road safety – Teddy takes a tumble, police visits

Debate: Road safety, e-safety, behaviour system, class rules, community, roles of jobs, how to be a good friend, how to support each other, kind words, pants rule.