

# Year 1 Curriculum Overview – Commotion in the Ocean

## English

### Author study/Theme: Giles Andreae

#### Reading/key texts

Commotion in the Ocean

The storm whale

Become very familiar with key stories, retelling them and considering their particular characteristics, saying out loud what they are going to write about.

Compose a sentence orally before writing it.

Draw on what they already know or on background information and vocabulary provided by the teacher.

Discuss the significance of the title and events. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently-learn a poem off by heart to perform in front of an audience.

#### Writing/outcomes

Discuss what they have written with the teacher or other pupils.

Sequence sentences to form short narratives.

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

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

Non-chronological reports

Research

Fact files

Poetry – learning poetry by heart

#### Grammar, punctuation and spelling

Sequencing sentences to form short narratives

Regular plural noun suffixes

Prefix – un

#### Terminology

Singular/plural

## Mathematics

### Multiplication and division

Count in multiples of twos, fives and tens.

Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

#### Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

#### Measurement

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

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].

#### Position and direction

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## 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;

Investigate how religions and other world views address questions of meaning, purpose and value, including: The nature of religion and belief and its key concepts;

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.

## 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.

## Computing

### We are collectors

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.

## 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.

## 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.

## Enhancements

**Trips and visitors:** Sea Life Centre in Blackpool

**Debate:** Trip safety, healthy living, routines, behaviour system, class rules, how to keep safe in the sun, road safety, feelings, friendships, kind words,

## PSHE, RSE and Safety

### **Physical health and Mental wellbeing - Keeping healthy; food and exercise; hygiene routines; sun safety.**

Learn about what it means to be healthy and why it is important.

- ways to take care of themselves on a daily basis.
- about basic hygiene routines, e.g. hand washing.
- about healthy and unhealthy foods, including sugar intake.
- about physical activity and how it keeps people healthy.
- about different types of play, including balancing indoor, outdoor and screen-based play.
- about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.
- how to keep safe in the sun.

### **Growing and changing - Recognising what makes them unique and special; feelings; managing when things go wrong.**

Learn to recognise what makes them special and unique including their likes, dislikes and what they are good at.

- how to manage and whom to tell when finding things difficult, or when things go wrong.
- how they are the same and different to others.
- about different kinds of feelings.
- how to recognise feelings in themselves and others.
- how feelings can affect how people behave.



Sea Life Centre in Blackpool.  
Links to trips.

## Art and Design

Using appropriate textures, quantifying their decisions for using them.  
Working together to collaborate on the arrangement of the items in the design.

A sophisticated use of textures, using greater care and attention to detail and skill when applying them. Maintaining a sense of symmetry and pattern within the arrangement.



Linked to Art and Design.