

# Year 1 Curriculum Overview – 21/22



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	<b>Where will you go?</b> Building on the children's interest of Space, learn all about space travel, Tim Peake and how travel can take many forms.	<b>Where will you go?</b> George Stephenson- different modes of travel. Railway/Trains.	<b>The Great Fire of London.</b> Including a focus on Samuel Pepys.	<b>What came first, the chicken or the egg?</b> A focus on animals.	<b>Who's telling Tales?</b> Traditional tales and stories based in castles.	<b>Who's telling Tales?</b> Traditional tales and stories based in castles.
Core Values	<b>Curiosity Enjoyment</b>	<b>Co-operation Respect</b>	<b>Resilience Motivation</b>	<b>Positive Attitudes Empathy</b>	<b>Perseverance Independence</b>	<b>Honesty Responsibility</b>
English	Writing for variety of purposes eg postcards, label diagrams  Focus on letter formation, finger spaces, full stops and capital letters. Introduce cursive handwriting. Use RWI phonics to expand their spelling of common exception words and reading comprehension skills.	Descriptive sentences, Labelling maps, story sequencing, Fact file and Party Invitation.  Focus on letter formation, finger spaces, full stops and capital letters. Introduce cursive handwriting. Use RWI phonics to expand their spelling of common exception words and reading comprehension skills.	Non-fiction writing (chronological report), diary entry, Factfile, Fiction/Poetry.  Focus on letter formation, finger spaces, full stops and capital letters. Introduce cursive handwriting. Use RWI phonics to expand their spelling of common exception words and reading comprehension skills	Instructions, dictionary entry, information poster.  Focus on letter formation, finger spaces, full stops and capital letters. Introduce cursive handwriting. Use RWI phonics to expand their spelling of common exception words and reading comprehension skills.	Story sequencing, story settings, character descriptions.  Focus on letter formation, finger spaces, full stops and capital letters. Introduce cursive handwriting. Use RWI phonics to expand their spelling of common exception words and reading comprehension skills.	Setting description, simple narrative.  Focus on letter formation, finger spaces, full stops and capital letters. Introduce cursive handwriting. Use RWI phonics to expand their spelling of common exception words and reading comprehension skills.
Maths	Numbers to 10 Counting to 10, representing numbers to 10, counting backwards and comparing numbers One more and one less	Subtraction to 10 Positions Numbers to 20	Addition and Subtraction within 20. Shapes and patterns. Length and height.	Number to 40. Addition and Subtraction word problems. Multiplication.	Division. Fractions. Numbers to 100. Time.	Money Volume and capacity Mass Space
Text	<b>Aliens love underpants. Alien Tea on Planet Zum-Zee.</b>	<b>The Smeds and the Smoos. The Cat, the mouse and the runaway train. George Stephenson.</b>	<b>Vlad and the Great Fire of London.</b>	<b>The Little Red Hen. On the Farm. Three little pigs.</b>	<b>Rapunzel. Sleeping beauty.</b>	<b>The Knight who wouldn't fight. The Knight and the Dragon.</b>
History	<b>Changes within living memory</b> A focus on Tim Peake	<b>Significant historical people in our locality.</b> George Stephenson.	<b>Events beyond living memory that are significant nationally or globally</b> The Fire of London Significant individuals – Samuel Pepys.	<b>Events beyond living memory that are significant nationally or globally</b> The Fire of London Significant individuals – Samuel Pepys.	<b>Significant historical events, people &amp; places in our locality.</b> History of castles in the local area associated events and people. Richmond Castle (legend of the little Drummer Boy), Easby Abbey, Bolton Castle (Mary Queen of Scots).	<b>Significant historical events, people &amp; places in our locality.</b> History of castles in the local area associated events and people. Richmond Castle (legend of the little Drummer Boy), Easby Abbey, Bolton Castle (Mary Queen of Scots).
Geography	<b>The local area</b> Including human and physical geography in Catterick Garrison.	<b>The UK</b> Naming the four countries in the UK.	<b>Compass points</b> Including North, South, East and West and positional language for places on a map.	<b>Continents</b> Continents and oceans.	<b>Study, observe and record information on the local area.</b> Including drawing own maps, locating local castles on maps.	<b>Uses geographical vocabulary for human and physical features.</b> Human and physical features for local area.
RE	1.1 Who is a Christian and what do they believe?  Christmas		1.6 How and why do we celebrate special times?  Easter: 17th April	1.7 What does it mean to belong to a faith community?	1.5 What makes a place sacred?	

<b>Art</b>	<b>Drawing Painting</b> Create portraits of ourselves and experiment with mixing paints to create secondary colours.	<b>Printing Textiles/Collages</b> Kandinsky printing. Tibetan prayer flags (using textiles pens)	<b>Sculpture/3D form Artists</b> Houses made from cardboard. Clay rats.	<b>Drawing Painting</b> Observational drawing of animals using charcoal pencil and watercolours.	<b>Printing Textiles/Collages</b> Castle collages using a range of materials e.g. tissue paper. Monoprint of a castle- Paul Klee	<b>Sculpture/3D form Artists</b> Andy Goldsworthy- environmental sculptures using natural materials.
<b>DT</b>	<b>Frames (Construction)</b> using continuous provision to create models such as rockets. Use different methods to 'join' items with a link to materials in science and 'mechanisms' such as levers.	<b>Textiles (Cut and join fabric)</b> Design and make Christmas decorations/stockings	<b>Food</b> Making bread (baking)	<b>Food</b> Healthy eating- food pyramid.	<b>Levers and Sliders</b> Castles- draw bridges.	<b>Wheels, Axels and Winding Mechanisms</b> Olden catapult with wheels.
<b>Science</b>	<b>Everyday materials</b> Discussing different types of materials and their properties. Test and classify materials based on properties.	<b>Seasonal changes</b> Know the different seasons. Identify months of the year they fall in. Know general types of weather and changes in day length over the seasons.	<b>Animals, including humans</b> Name and identify a range of animals. Observe and compare different animals from different groups. Classify different features	<b>Finish units Working Scientifically obj Recovery Curriculum</b>	<b>Plants</b> Visit the school garden and then the wider school grounds and make observations of different plants they find	<b>Finish units Working Scientifically objectives Recovery Curriculum</b>
<b>Computing</b>	<b>Algorithms.</b> Using knowledge to direct our partners around mazes and to direct beebots and A.L.E.X/2do. Use directional language with a link to maths	<b>Digital Literacy</b> understand how to stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.	<b>Data</b> Use technology to create, organise, store, manipulate and retrieve digital content. Collect data & how we can do this. Tally chart and pictogram.	<b>Media Skills &amp; Creating Content</b> Develop use of ipad. Take pictures & videos, retrieve from camera roll. Use green screen & green screen app (pink octopus)	<b>Impact of Technology</b> Recognise uses of technology in their homes and in their community. Understand that there are online tools that can help them create and communicate.	<b>Programming (Part 2)</b>
<b>Music</b>	<b>Pulse, tempo and dynamics</b> Using musical instruments to enhance our learning. <b>Singing</b> <b>Listening and Appraising</b>	<b>Pulse, Pitch and rhythm</b> Using IDM's to	<b>Picture and symbol notation for rhythms and Percussion</b> Including IDM's of: Pulse / Rhythm / Dynamics / Tempo / Pitch / Long and short sounds (Duration)	<b>Picture and symbol notation for rhythms and Percussion</b> Including IDM's of: Pulse / Rhythm / Dynamics / Tempo / Pitch / Long and short sounds (Duration)	<b>Clapping, Improvisation</b> Using Pulse, Tempo and Rhythm to help	<b>Shape and picture Notation with Composing</b> Including IDM's of: Pulse / Rhythm / Dynamics / Tempo / Pitch / Long and short sounds (Duration)
<b>PSHCE/ RSE</b>	<b>Families and Friendship</b> Roles of different people. Different families. Feeling cared for. British Values: Individual liberty <b>Safe Relationships</b> Recognising privacy, staying safe and seeking permission. CHIPS <b>Respecting ourselves and others</b> Growth mindset. How behaviour affects others, being polite and respectful - manners		<b>Belonging to a community</b> What rules are, caring for others' needs, looking after the environment <b>Media literacy and digital resilience</b> Using the internet and digital devices, communicating online including messages and passwords <b>Money and Work</b> Strengths and interest, jobs in the community		<b>Physical health and Mental wellbeing</b> Keeping healthy, food and exercise, hygiene routines, sun safety <b>Growing and Changing</b> Recognising what makes them unique and special, feelings, managing when things go wrong <b>RSE surprises and secrets</b> <b>Keeping safe</b> rules and age restrictions help us, keeping safe online -- NSPCC Pantosaurus. People who help us	
<b>Safeguard</b>	<b>Kindness (how to be kind to others)</b> <b>Pantosaurus (Smart rules)</b> <b>Trusted adults (people who help us)</b> <b>Computing- E-Safety</b>	<b>Caring (how your behaviour effects others)</b> <b>Anti-bullying week</b> <b>Firework safety</b> <b>Remembrance Day</b> <b>Computing- E-Safety</b>	<b>Fire safety</b> <b>Healthy eating</b> <b>Computing- Safer internet day</b> <b>Road safety</b>	<b>Animal welfare and safety</b> <b>Computing- E-Safety</b> <b>Healthy relationships</b> <b>Growing and changing</b> <b>Keeping healthy and clean</b>	<b>Stranger danger</b> <b>Personal space</b> <b>Deescalating conflicts</b> <b>Computing- E-Safety</b>	<b>Keeping safe in dangerous situations</b> <b>Computing- E-Safety</b> <b>Summer safety</b>
<b>PE</b>	<b>Games - Throw/catch</b> <b>Gymnastics</b>	<b>Games - Throw/catch/ travel/pass (MLSPORTS)</b> <b>Indoor Athletics</b>	<b>Invasion Games</b> Space/A+D <b>Box2BFit</b>	<b>Dance</b> <b>Invasion Games</b> Space/A+D/Performance	<b>Gymnastics</b> <b>Games</b> Striking and fielding	<b>Swimming</b> <b>Outdoor athletics</b> <b>Sports day</b>