

Curriculum Overview for key stage 1

	Autumn 1 Ourselves	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Autumn Term 1 Where will my wellies take me?	Autumn 2 Fire Fire	Spring 1 Life is Sweet	Spring 2 Ready Steady Go	Summer Term 1 PSHE	Summer Term 2 Oh I do like to be beside the seaside
	<p>Text and genres covered: Fairy Tales, Once upon a time. Year 1: The Jolly Postman by Allen Ahlberg. Who is afraid of the big bad book by Emily Gravett.. Year 1: story boards, story maps, sequencing stories beginning, middle and end. Job description of a postman. Speech bubbles. Letters Character descriptions.</p> <p>Year 2: The Princess and the Ice Bear King. Prince Cinders, The Paper bag princess. The 3 little wolves and the big, bad pig. Traditional tales</p> <p>Year 2: character descriptions, story boarding- retelling part of the story. Setting descriptions. Story mountains. Letters.</p>	<p>Year 1-</p> <p>Year 2: Owl babies/ Letter from Mummy owl. Nocturnal animal reports. Dark/ Winter poetry</p>	<p>Text and genres covered.</p> <p>Year 1:The bog Baby. Molly's Jolly Brolly by Erica-Jane Water Where The Wild Things Are by Maurice Sendak. The Little Train by Graham Greene. Off to the fair by Christopher Wormell</p> <p>Year 2: The Secret Garden. Setting description. Letter. Story writing.</p>	<p>Text and genres covered</p> <p>Year 1: Way back home by Oliver Jeffers. Poetry Recounts of walks. Recount of routes to their house.</p> <p>Year 2: Peter Pan: Setting Character description. Holiday brochure. Postcard Poetry to learn off by heart.</p>	<p>Text and genres covered</p> <p>Year 1: Mr.Gumpy's outing. Mr. Gumdrop Oi get of my train. Man on the moon.</p> <p>Year 2: Thomas the tank Engine The Railway children. Factual writing Posters advertising...</p>	<p>Year 1 The lightkeeper's lunch. The Lighthouse keppers picnic. Seaside poems</p> <p>Year 2- Pirates Pirate Poetry Instructions. Wanted posters. Treasure Hunt.</p>
Class Book	<p>Year 1:Fairy tales and traditional tales.</p> <p>Year 2: fairy tales and traditional tales. Stories that remind us of e.g the three little wolves and the big, bad pig. Multicultural versions of traditional tales e.g. the runaway chapatti.</p>	<p>Year 1 Class Book:</p> <p>Year 2 Class Book:The owl who was afraid of the dark</p>	<p>Year 1: Adventure stories. Year 2:Where my wellies will take me</p>	<p>Year 1: stories by Oliver Jeffers.</p> <p>Year 2:Peter Pan</p>		<p>Year 2:</p>
SPAG Year 1	<p>Introduction to capital letters and full stops Separation of words with sentences. How words can combine to make sentences.</p>	<p>Joining words and joining sentences with and Question marks</p>	<p>Question marks Sequencing stories to form short narratives Capital letters for names and the personal pronoun I</p>	<p>Plural noun suffixes dog, dogs wish, wishes</p>	<p>Exclamation marks and question marks Suffixes that can be added to verbs helping, helped, helper</p>	<p>How the prefix un changes the meaning of verbs and adjectives</p>
SPAG Year 2	<p>Revision and consolidation of Year 1 objectives. Expanded noun phrases. Suffixes or er andest e.g. brighter, brightest. Larger, largest</p>	<p>Sentences with different forms Statement, command, question, exclamation. Present and past tense.</p>	<p>Commas in a list. Apostrophes to mark contracted forms. Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Nouns using suffixes e.g. ness, er Formation of adjectives using suffixes- ful, ness Using when, if, that, so or because</p>	<p>Past and present tense. Different kinds of sentences Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Consolidation and revision. Application of grammar to writing</p>
Application Of Literacy.	<p>Year 1 Letters to... Party invitations. Menus – Fairy tale party. lists</p> <p>Year 2: Playscripts. Book reviews</p>	<p>Year 2 :Firework poems Candle poems- shape poems. Fire safety- writing instructions of if there was a fire in your house. Report about the Great Fire. Samuel Pepys Diary. The story of Diwali</p>	<p>Year 1: Dr. Dog Poems using the senses. Recounts of... Reports and leaflets about keeping healthy. Non fiction writing Year 2 Looking after a... Reports about looking after our bodies.</p>	<p>Adventure stories. Information leaflet Nature Poems Maps of how to get to school Instructions of how to get to.</p>	<p>Diaries. Postcards. Travel brochure.</p>	<p>Designing posters to advertise the seaside. Messages in bottles. Postcards.</p>
Maths	<p>Big maths Number: Place value Addition and subtraction</p>	<p>Big maths Number- Place Value Shape Addition and subtraction</p>	<p>Big maths Number- Place value Time Addition and subtraction</p>	<p>Big maths Number Multiplication and division Measure: length and height Fractions</p>	<p>Big maths Number- Place value Four operations</p>	<p>Number Measures. Life problems- You need to go to the seaside but only have an hour and a half to get there. Where can we go?</p>
	<p>Big maths Number: Place value Addition and subtraction</p>	<p>Big maths Number Length and mass Graphs Multiplication and division</p>	<p>Big maths Number: Money Properties of shape</p>	<p>Big Maths Number fractions</p>	<p>Big maths Time Capacity, volume and temperature</p>	<p>Post Sats work.</p>

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Application of Maths	Year 1: Practical Sorting d according to properties of materials. Venn diagrams. Year 2 Venn diagrams of sorting materials	Year 1: Year 2: Repeating patterns. Tables. Estimating. Big numbers e.g. 5 million people live in London.	Year 1: Picture graphs of eye colour. What is the most common hair, eye colour? Guess who- diagrams who has blond hair and blue eyes	Timelines of life cycles of humans Hand span. Measuring height, body parts e.g. foot length, hand span. Year 2 graphs of height, Shoe size- cm and traditional shoe size.	Year 1 Telling the time Planning a day Knowing what time things happen in the school day	Money for ice- creams/ shops. Capacity: how much can my bucket hold? How far to... How long to get to? How much money would we need? Plan a day at the seaside.
Science	Year 1 : Autumn Seasonal changes Observe changes across the 4 seasons Nocturnal animals. Weather associated with the seasons. .	Light Sources of light natural and unnatural. Associate shadows with something blocking the light. Materials that are flammable- Fire resistant. Light and Dark-How can shadows change ?	The human Body Dr. DOG. Babette Cole book of Sproglets. Identify, name, draw and label basic parts of human body; say what part of the body is associated with each sense: 5 senses. What are the senses. Investigations into the senses. Smell, taste, touch, sight. Do sound next term. How we as humans have changed. How we have grown? What happens to us next? Explain that animals including humans have offspring that grow into adults; explain the basic needs of animals for survival: water, food, air; . . Describe the importance of exercise and eating the right amount of different types of food. A food plate		Sound Observe and notice a range of sound sources. Be able to describe sound using the words. Loud, soft. Know that pitch refers to high and low sound. Know that we hear with our ears. Know that as we move away from a sound it gets quieter.	Floating and sinking. Investigate materials that float and sink. Investigate playdoh boat shapes that will float. Investigate silver foil boat shapes that will float How many marbles can your boat hold? Can you get a plastic bottle to float just under the water?
Computing						
SEAL	New beginnings Belonging to a family/ crests	Getting On & Falling Out Say No to Bullying	Going for Goals	Good to be Me	Relationships	Changes
RE	Theme: What did Jesus teach? Religion: Christianity. SMSC: Is it possible to be kind to everyone all of the time? British values: Tolerance.	Theme: Christmas- The Christmas Story. Religion: Christianity SMSC: What gift would I have given to Jesus if he had been born in my town not Bethlehem? British values: Individual liberty	Theme: Jesus as a friend. Religion: Christianity SMSC: Is it always easy to be a friend? What makes a good friend? British values: Tolerance/ acceptance.	Theme: Easter The resurrection Religion: Christianity SMSC: Is it true that Jesus came back to life? What would heaven be like? How do we remember people/pets who have died? British values: Individual liberty.	Theme: Celebration Shabbat Religion: Judaism SMSC: Why is celebrating with a family important? Is Shabbat important to Jewish children? British values: Respect	Theme: Celebration Chanukah Religion: Judaism Does celebrating Chanukah make Jewish children feel close to God? SMSC: When do we feel close to God? British values: Respect

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History	<p>Where my wellies will take me- Clare and Michael Morpurgo.</p> <p>Simple vocabulary relating to the passing of time: before, after, past, present, then, now.</p> <p>Significant historical events, people and places in their own locality –</p>	<p>The Great Fire of London.</p> <p>When did it start? Why did it start? How was it put out? Diary entries Who was Samuel Pepys? Fire Safety. Time lines of the events. Diary of the fire. Why did it spread? What happened after?</p> <p>Y1- Understand key features of events Describe some simple differences between man-made objects Sort objects from then and now Find answers to simple questions about the past from simple sources of information Ask and answer basic questions about the past Relate his/her own account of an event and understand that others may give a different version Place known events in chronological order Use common words and phrases associated with the passing of time Talk, draw and write about aspects of the past.</p> <p>Y2- describe events beyond living memory that are significant nationally or globally. Show an awareness of the past, using common words and phrases relating to the passage of time.</p> <p>Describe where the people and events studied fit within a timeline and identify similarities and differences between ways of life and people</p> <p>Ask and answer questions choosing and using parts of stories and other sources to show that I know and understand key features of events.</p> <p>Show an understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Use a wide variety of historical terms.</p> <p>Speak about how he/she has found out about the past</p> <p>Record what they have learned by drawing and writing</p>	<p>History of sweets Locality of Haribo factory</p> <p>Y1- Use common words and phrases associated with the passing of time Talk, draw and write about aspects of the past.</p> <p><u>Y2- Describe changes within living memory and aspects of change in national life- change in sweets, comparison to older generation of sweets and how to purchase these.</u> Show an awareness of the past, using common words and phrases relating to the passage of time.</p> <p>Use a wide variety of historical terms.</p> <p>Speak about how he/she has found out about the past</p> <p>Record what they have learned by drawing and writing</p>	<p>History topic Stevenson History of trains Change in trains and technology How has transport has changed over time. Speed records. The first train to... The first rocket to... Inventors that created. Explanation how the rocket works.</p> <p>Y1- Understand key features of events Use common words and phrases associated with the passing of time Talk, draw and write about aspects of the past.</p> <p>Y2- discuss the lives of significant individuals in the past who have contributed to national and international achievement and use some to compare aspects of life in different periods.</p> <p>Show an awareness of the past, using common words and phrases relating to the passage of time.</p> <p>Describe where the people and events studied fit within a timeline and identify similarities and differences between ways of life and people</p> <p>Use a wide variety of historical terms.</p> <p>Speak about how he/she has found out about the past</p> <p>Record what they have learned by drawing and writing</p>		<p>Grace Darling- who was she? Where did she live? What is her story?</p> <p>Y2- Show an understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>

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Geography	<p>Y1-</p> <p>Ask geographical questions</p> <p>Simple geographical skills to study school and local area</p> <p>Maps of the local area</p> <p>Locational and directional language (near, far, left, right)</p> <p>Make simple maps and plans</p> <p>Name, describe and compare familiar places</p> <p>Link their homes with other places in their local community</p> <p>Know about some present changes that are happening in the local environment</p> <p>Suggesting ideas for improving school/local area</p> <p>Y2-</p> <p>Compass directions, directional language</p> <p>Aerial photographs</p> <p>Maps and symbols</p> <p>Fieldwork and observational skills</p> <p>Geographical vocabulary including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical vocabulary for human features- city, town, village, factory, farm, house, office, port, harbour and shop</p>			<p>Y1- understand how some places are linked to other places e.g roads, trains</p> <p>Name, describe and compare familiar places</p> <p>Y2-</p> <p>World maps, atlases, globes for countries in the UK</p>		<p>Y1- understand how some places are linked to other places e.g roads, trains</p> <p>Y2-</p> <p>World maps, atlases, globes for countries in the UK</p> <p>Maps and symbols</p> <p>Geographical vocabulary including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical vocabulary for human features- city, town, village, factory, farm, house, office, port, harbour and shop</p>
PE	<p>Games</p> <p>Dance- Cinderella's Ball.</p> <p>Pat a cake polka.</p>	<p>Dance:</p> <p>Gymnastics.</p>	<p>Gymnastics</p> <p>Mr Oates</p>	<p>Dance</p> <p>Mr. Oates</p>	<p>Mrs. Reid</p> <p>Gymnastics</p>	<p>Mrs. Reid.</p> <p>Athletics</p>
Art/D.T	D.T- Making Puppets	Art- Collages and Colour mixing	D.T Make and design a chocolate bar	D.T- Design a mode of transport	Art- Artist study Monet/Van Gogh	Art- Seaside Landscapes
Music		Christmas Production				Oh I do like to be beside the seaside.
Educational Experiences.		Fire Safety talk		<p>Local area visit</p> <p>The heronry- pond dipping.</p> <p>RSPB-Fairburn Ings</p>	National Railway Museum	<p>Hemsworth Water Park.</p> <p>Traditional Seaside Day.</p>