Curriculum Overview
Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Topic	Our Local Area Links: Sc/Gg/A/Ma Great Fire of London Links: H/Ma/A/DT		Polar regions Links: T4W/Gg/Sc/A/DT		Africa Links: T4W/Gg/A Victorians Link: Tw4/H/A/DT	
English	**Fiction**: Little Charlie (Journey) **Non-fictions**: Shopping list (Information) **Focus:** Description Toolkit	**Fiction**: Edgar the Dragon (Warning) **Non-fiction:** Letter to Santa. **Focus:** Characterisation Toolkit	**Fiction**: Pamela the Penguin (Wishing tale) (Topic link) **Poetry:** Arctic Spine Poems (Topic Link) **Focus:** Setting Toolkit	**Fiction**: Toys in space (Warning Tale) **Non-fiction:** Toys Non- Chronological report **Poetry**: Easter Eggs **Focus:** Description Toolkit	**Fiction:** Meerkat Mail (Journey Story) (Topic link) **Non-fiction:** Postcards (Recount) **Focus:** Opening and Ending Toolkit	**Fiction**: Lighthouse (Topic link) Keepers Lunch (Defeating a Monster) **Non-fiction:** Advert for the seaside (persuasion) **Focus:** Dilemma
Maths	Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. • Count objects.	Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero.	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	Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations	Count in multiples of two, 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.	Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days

Curriculum Overview
Year 1

• Count objects from a larger group. • Represent objects. • Recognise numbers as words. • Count on from any number within 10. • Count one more. • Count backwards within 10 . • Count one less. • Compare groups by matching. • Fewer, more, same. • Less than, greater than, equal to. • Compare numbers. • Order objects and numbers. • The number line	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems. • Introduce parts and wholes. • Part-whole model. • Write number sentences. • Fact families – Addition facts. • Number bonds within 10. • Systematic methods for number bonds within 10. • Number bonds to 10. • Addition: Add together. • Addition: Add more. • Addition problems. • Find a part. • Subtraction: Find a part. • Fact families – 8 facts. • Subtraction: Take away/ cross out (how many left?). • Take away (how many left?). • Subtraction on a number line. • Add or subtract 1 or 2. Recognise and name common 2-D shapes, including: (e.g. rectangles (including	representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count within 20 • Understand 10 • Understand 11, 12 and 13 • Understand 14, 15, 16 • Understand 17, 18, 19 • Understand 20 • 1 more and 1 less • The number line to 20 • Use a number line to 20 • Estimate on a number line to 20 • Compare numbers to 20 • Order numbers to 20 Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20,	including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens Count from 20 to 50 • 20, 30, 40 and 50 • Count by making groups of tens • Groups of tens and ones • Partition into tens and ones • The number line to 50 • Estimate on a number line to 50 • 1 more, 1 less Length and Height 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) •Compare lengths and heights	Recognise, fine and name a half as one of two equal parts. Recognise, find and name a quarter as one of four equal parts. Compare, describe and solve practical problems for measurement. Describe position, direction and movement. -count in 2s -count in 10s -count in 5s -recognise equal groups -add equal groups -make arrays -make doubles -makes equal groups- grouping and sharing -recognise a half of a shape or object -find a half of a shape or object -recognise half of a quantity -find half of a quantity -recognise a quarter of a shape or object - find a quarter of a	of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. Measure and begin to record time (hours, minutes, seconds). -counting from 50 to 100 -tens to 100 -partition into tens and ones -the number line to 100 -1 more, 1 less -compare numbers with the same number of tens -compare any two numbers -unitising -recognise coins -recognise notes -count in coins -before and after -days of the week -months of the year

		squares), circles and triangles). Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).	including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ☐ –9. Add by counting on within 20 • Add ones using number bonds • Find and make number bonds to 20 • Doubles • Near doubles • Subtract ones using number bonds • Subtraction – counting back • Subtraction – finding the difference • Related facts • Missing number problems.	• Measure length using objects • Measure length in centimetres • Heavier and lighter • Measure mass • Compare mass • Full and empty • Compare volume • Measure capacity • Compare capacity Measurement: Weight and Volume 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].	shape or object -recognise a quarter of a quantity -find a quarter of a quantity -describe turns -describe position (left and right) -describe position (forwards and backwards) -describe position (above and below) -ordinal numbers	-hours, minutes and seconds -time to the hour Time to the half hour
Science	**Animals incl. Humans (Topic Link- All about me)** Identify, name, draw and label the basic parts of the human	**Animals incl. Humans** Identify and name a variety of common animals including fish,	**Everyday Materials** Distinguish between an object and the material from which it is made Identify and name a variety of everyday	**Everyday Materials** Distinguish between an object and the material from which it is made	**Plants** I can identify and describe the basic structure of a variety of common	**Seasonal Changes** Observe changes across the four seasons (Topic link- Seaside trips)

Curriculum Overview
Year 1

body and say which part of the body is associated with each sense **Working Scientifically** Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions	amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores **Working scientifically** Identifying and classifying Observing closely using simple equipment and using observations and ideas to suggest answers to questions	materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Link Topic- good insulators, waterproof **Working Scientifically** Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties **Working Scientifically** Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions	flowering plants including trees. I can identify and name a variety of common wild and garden plants including deciduous and evergreen trees. **Working scientifically** Observing closely using simple equipment Identifying and classifying Using observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions	Observe and describe weather associated with the seasons and how day length varies **Working Scientifically** Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions

Curriculum Overview
Year 1

			Gathering and recording data to help in answering questions	Gathering and recording data to help in answering questions		
Working scientifically learning outcomes **Observing closely , using simple equipment** **Using their observations and ideas to suggest answers to questions**						
Foundation Subjects						

Curriculum Overview
Year 1

History	Great fire of London **Main Topic**	Polar Explorers **Main Topic**	Victorians **Main Topic**
	Knowledge and interpretation Can recount some interesting facts from The Great Fire of London. To understand where The Great Fire of London started and why it spread so quickly. Learn about significant people and their role in the Great Fire of London (Samuel Pepys and John Evelyn). **Chronological understanding** Can order the events of the Great Fire of London. Can understand when the Great Fire of London happened, in relation to their birthday and key historical events, using their individual timeline. **Historical enquiry** Can answer questions using a range of artefacts/paintings/eye witness accounts/diary extracts. To ask and answer questions about objects from the past. To identify the difference between the past and the present	**Knowledge and interpretation** Can recount some interesting facts from past events Can recount the life of someone famous Can identify objects from the past, such as old boats/climbing/survival equipment Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, songs, museum displays **Chronological understanding** Can order the events of the Polar Expeditions. Can understand when the Great Fire of London happened, in relation to their birthday and key historical events, using their individual timeline. **Historical enquiry** Can answer questions using a range of artefacts/eye witness accounts/diary extracts. Can find out more about events/people from the past and carry out some research Can ask and answer questions about old and new objects.	**Knowledge and interpretation** Can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago **Chronological understanding** Can put up to 3 objects in chronological order (recent history) Can use words and phrases like: old, new and a long time ago. Can understand when the Great Fire of London happened, in relation to their birthday and key historical events, using their individual timeline. **Historical enquiry** Can answer questions using a range of artefacts/ photographs provided Can find out more about a famous person from the past and carry out some research on him or her Can find out something about the past by talking to an older person

Curriculum Overview
Year 1

		Can spot old and new things in a picture Can answer questions using an artefact/ photograph provided Can give a plausible explanation about what an object was used for in the past	

Curriculum Overview
Year 1

Geography	Place Knowledge – Our Local Area	Place knowledge – Polar Regions	Place knowledge – Africa
	Enquiry Questions: _'Does the local area have enough fun activities?'_ _'What can we find out about our school grounds?' 'What is the best way to get to Northmead Junior School?'_ Settling into their new class- talk about and find their way around school showing an awareness of where things belong and the people within the school. Children to express their views on the features of their local environment school. Likes dislikes. Introduce the concept of **physical/human** features. To talk about where they live. Locate Guildford and England on a map. Name and locate the four countries making up the British Isles. **Geographical skills and field work** Develop maps of the local environment.	Compare England with a contrasting Country in the world- England compared to Arctic/Antarctica. **Human and Physical geography** Identify **physical/human features of** Arctic/Antarctica. Compare **physical/human** features of Guildford to Antarctica. **Weather-** to know where in the world is cold. Discuss in relation to the equator and the North/South poles. To be able to identify patterns in the weather related to the changing seasons in the UK **Geographical skills** Use maps, atlases, globes and digital/computer mapping (google earth to locate countries and describe features studied)	Compare England with a contrasting Country in the world- England compared to Africa **Human and physical geography** Identify **physical/human features of** Africa. **Weather-** to know where in the world is hot. Discuss in relation to the equator and the North/South poles. **Location Knowledge:** To talk about people and places beyond their local environment **Place knowledge:** To talk about their homes and families and compare to those in another country Compare England with a contrasting Country in the world **Human and Physical Geography:** To express their views on features of the environment of a locality To use resources that are given to them, and their own observations, to ask and respond to questions about places and environments Weather- To know where in the world is

				cold. Discuss in relation to the equator and the North/South Poles

Geographical skills and fieldwork:
Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied | |
| **Computing** | Purple Mash Scheme
Online Safety & Exploring Purple Mash

Grouping & Sorting | Maze Explorers | Animated Story Books | Coding | Spreadsheets

Technology Outside School |
| **RE** | **Why do Christians call God 'Creator'?**
• 'Create' / 'creation' / 'creator'
• Biblical creation story
• God as 'creator' of the world & in other parts of the Bible
• Celebration of Harvest

What is the Nativity and why is it important to Christians?
• 'Nativity' as the birth of Jesus
• Other important people in the Nativity
• Why did angels announce Jesus' birth? | **Key Knowledge and Skills**

Christianity - Who is Jesus?

Why did Jesus tell parables?

Christianity - What do eggs have to do with Easter?
NC Objectives to be taught:

Christianity - Who is Jesus? | **Why did Jesus tell parables?**

To know that stories can teach people things.

To know that the Bible contains parables that Jesus told.
To know that Jesus' parables are found in the New Testament.

To understand that parables have a deep meaning. | **Judaism:**
What is the Torah and why is it important?

To know what it means to treat something with respect

To know the Torah is the Jewish holy book and contains rules for Jews to live by

To know the Torah is in the form of a | To know light is a symbol for God's presence in the synagogue
Judaism: Why do Jewish families celebrate in Shabbat?

To know that families celebrate special times in many different ways

To know that Shabbat and the Friday night meal are an important |

		Christianity - What do eggs have to do with Easter?	scroll and is written in Hebrew	part of Jewish family life and help Jewish families to feel closer to God
• Diversity of Nativity sets across the world Christmas as focus of worship of Jesus Talk about their own emotions (regarding their special book), connecting them to those of Christians That most Christians believe that God loves to give The Creation account How the beliefs of Christians link to the event of creation and the events of Jesus' life That Harvest is a time to be thankful for food Talk about their own emotions in response to 'creation' and thankfulness with the emotions of those in the accounts explored That for most Christians, worship / giving is a response to who God is and what he has given	To know that Christians call Jesus the 'Son of God' To know that Christians believe that Jesus is both human and divine (God) To know about the main events in Jesus' life. To know that Jesus performed miracles.	To know that new life is an important theme of Easter celebrations To know that on Good Friday Christians remember Jesus' death. To know that on Easter Day Christians celebrate Jesus' resurrection To understand that symbols are used to represent key aspects of Easter	To know the Torah can also be found in the Old Testament section of the Bible To know the synagogue is the place where Jews go to learn, worship God and be together as a community, and is where the Torah is kept	To know Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end To know that Shabbat is a time of rest and recalls how God rested on the seventh day after creation

Curriculum Overview
Year 1

Music	My Musical heartbeat (MMC)	Christmas (Stoughton)	Hey you! (Original scheme)	Dance sing and Play (MMC)	Your Imagination (Original scheme)	Round and round (Original scheme)
	How to move in time with a steady beat/pulse To copy back simple long and short rhythms with clapping. To copy back singing simple high and low patterns. To know and demonstrate the difference between pulse, rhythm and pitch.	All the learning is focused around learning new songs for the Year 2 Christmas production. The children will perform in front of an audience. - Singing - Performing	How pulse, rhythm and pitch work together. Pulse, rhythm and pitch, rapping, dancing and singing. How to be in the groove with different styles of music. Pulse, rhythm and pitch in different styles of music. Using your imagination. The history of music, look back and consolidate your learning, learn some of the language of music.	Listening Finding a steady beat. Copy back Improvisation Singing.	How pulse, rhythm and pitch work together. Pulse, rhythm and pitch, rapping, dancing and singing. How to be in the groove with different styles of music. Pulse, rhythm and pitch in different styles of music. Using your imagination. The history of music, look back and consolidate your learning, learn some of the language of music.	Pulse, rhythm and pitch in different styles of music.

Curriculum Overview
Year 1

Art	**Portraits** **(Topic link – All About Me)** Focus Artist: **Pablo Picasso** To investigate portraits by a variety of artists To mix secondary colours To investigate proportions and positioning of facial features To be able to record portraits from observation To be able to identify warm and cool colours on a colour wheel To be able to mix tones of a colour To be able to create moods in drawings and paintings To use colour to express emotion		**Printing** **(Topic link – Inuit art)** Focus Artist: **Kenojuak Ashevak** To explore and evaluate the work of Inuit Artist Kenojuak Ashevak To develop a range of tone using sketching pencils using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, To create quick sketches To create a line design from a sketch To create a block print To transfer an image onto a block To create a print from a block		**Investigating African Art (Topic link)** Focus Artist: **Esther Mahlanghu** To develop an understanding of the work of Esther Mahlanghu To comment on Esther Mahlanghu's work (sharing likes/dislikes) To use Esther Malanghu's work as an inspiration to create a pattern To choose a range of appropriate materials to design and put together creatively to make an Ndebele inspired head band To join materials in varied ways to represent ideas To choose a range of appropriate materials to design and put together creatively to make an to make an African inspired mask	
PE	**PSD) Gymnastics** **Teachers) Get Set 4 PE** **Ball Skills**	**PSD) Fundamentals** **Teachers) Get Set 4 PE** **Sending and Receiving**	**PSD) Invasion Games** **Teachers) Get Set 4 PE** **Gymnastics**	**PSD) Dance** **Teachers) Get Set 4 PE** **Target Games**	**PSD) Net and Wall Games** **Teachers) Get Set 4 PE**	**PSD) Fitness** **Teachers) Get Set 4 PE**

Curriculum Overview
Year 1

					Athletics	Striking and Fielding Games
DT	**To design, make and evaluate a bread recipe for the bakery to sell that tastes and looks good (Topic link to Great Fire of London)** To taste and evaluate a range of bread recipes. To understand the ingredients that you need to make bread and where they come from. To be able to knead dough and the reasons for completing this To be able to shape my bread in a variety of ways. To design a healthy bread roll for our parent to buy from our class bakery. To make and evaluate bread. **Skills:** Evaluate a range of existing bread recipes. Know where the ingredients for bread come from (field to fork). Know how to knead dough and the reasons for completing this.		**To design, make and evaluate a home for an arctic animal that provides shelter from the weather (Topic Link to Polar Regions)** To generate ideas based on simple design criteria and their own experiences. To develop, model and communicate their ideas through talking, mock-ups and drawings. **Skills:** Evaluate their product Know what a structure is and can find freestanding structures in my environment. Evaluate brick bonds for strengths. Make [shape] and join [shapes] together using a variety of techniques. Know how to make a structure stronger and more rigid. Know what a buttress is and why it is used. Know the importance of triangles in a structure.		**To design, make and evaluate a picnic basket for a family that is seagull proof. (Topic link)** To know what a mechanism is. Describe the movement of a slider (side to side/up and down in straight line) and lever (side to side in a curved motion). Add a pivot to make a lever. Understand that different mechanisms produce different types of movement. Develop, model and communicate their ideas through talking, drawings and mock ups Select and use tools, explaining their choices, to cut, shape and join their resources Use simple finishing techniques suitable for the product they are creating. Explore a range of existing products that use simple sliders and levers	

Curriculum Overview
Year 1

	Shape bread in a variety of ways.				Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.	
PSHE	**Key Knowledge and Skills** Understanding the following: - Respect - Class rules - Expectations - Unkind behaviour in and out of school - How unkind behaviour makes people feel How to be polite and respectful	**NC Objectives to be taught:** To understand and follow the school rules and values. To understand the roles of different people and that there are different types of families. To understand they should feel cared for and care for others. To understand what privacy is and to seek permission for things. To understand that their behaviour affects others and how to be polite and respectful.	**Key Knowledge and Skills** How to care for others. To recognise what you can do for yourself now you are older. To understand why we should look after living things. How to care for the environment. To be able to explain the meaning of reduce, reuse, and recycle. To recognise how we can help look after our planet. To understand people have jobs and explore different ones	**NC Objectives to be taught:** To know how to care for others and support their needs. To know how and why we care for the environment. To understand how we grow, live and look after our world. To understand how people work in our world. To understand the power of yet- we can't do that YET! To understand that we never give up. What are your strengths and interests?	**Key Knowledge and Skills** To understand how food keeps you healthy. To understand how exercise keeps us healthy. To understand hygiene and sun safety. To understand emotions and manage them. To Understand rules and keep safe online.	**NC Objectives to be taught:** To know how to keep healthy based on food and exercise. To understand some hygiene routines including sun safety. To recognise what makes them unique and special. To learn how to manage their emotions when things go wrong. To learn ways of keeping safe online. To understand how rules and age restrictions keep us safe.

Curriculum Overview
Year 1

				Does this link to any jobs in your local community? What jobs are available?		
Forest school, eco/outdoor learning **Curriculum links** **Sc** **Gg** **PSHE** **Art** **DT**	Introduction to Forest School. Rules and boundaries- why we need them. How to stay safe. Getting to know our surroundings. Taking care of the environment and ourselves. Respecting and listening to others. Values. Harvest -allotment, farmers…	Seasonal changes. Comparing the differences. Understanding why Trees lose their leaves in Winter. Comparing Deciduous and Ever-Green Trees. Inspiring Land Art (Richard Shilling and Andy Goldsworthy) Fire building. Learning the fire triangle and the key elements needed to make fire. Fire safety. Signs of Autumn- colours, seed dispersal, animals preparing for winter/hibernation	Seasonal changes. Comparing the differences. How animals and humans can keep warm in winter. Taking care of ourselves. Den building. Animal home and habitat building. Animals that hibernate. Observing the weather. Signs of Winter- wetter, colder, shorter day length Natural materials – clay bowls/blopsters. Where different materials come from. Comparing materials and grouping.	Seasonal changes. Comparing the differences. Identifying a range of flora and fauna. How seeds grow. Understanding, identifying and labelling parts of a flower. Learning the basis of photosynthesis. How we can protect birds in the Spring and support them in nesting season. Planting saplings and wildflowers. Safety in hot weather. Prep allotment/sow seeds Spring- time of new growth.	Seasonal changes. Comparing the differences. Using our senses in the outdoors. Nature's rainbow - finding colour in the Great Outdoors. Identifying simple wildflowers. Mini-beast hunting and pond dipping. Learning the basic parts of insects and mini- beasts. Comparing Mini-beasts. Habitat building. Bug survey (biodiversity check) good/bad minibeast for veg	Seasonal changes. Comparing the differences. Eco food chains and how we can support this. Our role within the Eco chain. Ladybird life cycles. The importance of Bees. Pollination. Giving nature a voice. Literacy in the outdoors. Sketching and describing. What Forest School means to us. Moving on and sharing memories. The importance of water- impact of summer- less

Curriculum Overview
Year 1

			Recycle/reuse - waste management audit	Practical application of conditions required for growth. Map allotment	growing/organic pest control	rainfall, hotter, longer day length
Enrichment	Stanley's adventure around the local area. Samuel Pepy's buried suitcase on school site.		Role play an Arctic Adventure		Role play a journey to Africa including flight Seaside experience day	