



"As unique individuals, we do our best at work and play for the love of God and others."

Year 1 Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
RE The Vine and Branches	<u>Creation and Covenant</u>	<u>Prophecy and Promise</u>	<u>Galilee to Jerusalem</u>	<u>Desert to Garden</u>	<u>To the Ends of the Earth</u>	<u>Dialogue and Encounter</u>
Stimulus for writing	<p><u>Text:</u> The Gruffalo - Julia Donaldson <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p> <p><u>Text:</u> The Boy Who Loved Everyone - Jane Porter <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p> <p><u>Stimulus:</u> Library Trip <u>Outcome:</u> Recount <u>Purpose:</u> to inform</p>	<p><u>Text:</u> The Dinky Donkey - Craig Smith <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p> <p><u>Text:</u> A Squash and a Squeeze - Julia Donaldson <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p> <p><u>Text:</u> Polar Bear Polar Bear, What Do You Hear? - Bill Martin Jr <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p>	<p><u>Text:</u> Not Now Bernard - David McKee <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p> <p><u>Text:</u> Monkey Puzzle - Julia Donaldson <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p> <p><u>Text:</u> Mr Seahorse - Eric Carle <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p>	<p><u>Text:</u> The Great Explorer - Chris Judge <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p> <p><u>Text:</u> The Day the Crayons Quit - Drew Daywalt <u>Outcome:</u> letter <u>Purpose:</u> to inform</p> <p><u>Text:</u> My Shadow is Pink - Scott Stuart <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p>	<p><u>Stimulus:</u> Trip to the Gauntlet Outcome: recount Purpose: to entertain</p> <p><u>Text:</u> Little Red - Bethan Woolvin <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p> <p><u>Text:</u> Hansel and Gretel - Bethan Woolvin <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p>	<p><u>Text:</u> Rapunzel - Bethan Woolvin <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p> <p><u>Text:</u> Worms Loves Worms - J. J. Austrian <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p> <p><u>Text:</u> Tango Makes Three - Justin Richardson and Peter Parnell <u>Outcome:</u> retell <u>Purpose:</u> to entertain</p>
SPAG	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Separation of words with spaces • Identify and use nouns • Identify and use verbs <p><u>Phonics:</u> review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s –es words with two or more digraphs e.g. queen thicker</p>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • How words can be combined to make a sentence • Joining words and clauses using 'and' • Capital letters and full stops to demarcate sentences <p><u>Phonics:</u> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • To use capital letters for proper nouns • Use question marks to demarcate sentences • Use exclamation marks to demarcate sentences <p><u>Phonics:</u> /ee/ y funny /e/ ea head / w/ wh wheel / oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow</p>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge • Capital letters for names and for the personal pronoun 'I' • Sequencing sentences to form short narratives • Sequencing sentences to form short narratives. <p><u>Phonics:</u> /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk</p>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p><u>Phonics:</u> ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw</p>	<p><u>Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> • Revision of some prior knowledge <p><u>Phonics:</u> ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi ci ci potion mission mansion delicious</p>



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	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each review longer words	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	/j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa Words: any many again who whole where two school call different thought through friend work	/ch/ tch match /ch/ ture adventure /ar/ al half /ar/ a father /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze Words once laugh because eye	a head ir bird ou cloud oy toy l tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	/or/ augh our oar ore daughter pour oar more Words busy beautiful pretty hour move improve parents shoe
Maths White Rose	<u>Place value (within 10)</u> <u>Addition and Subtraction (within 10)</u>	<u>Addition and Subtraction (within 10)</u> <u>Shape</u> <u>Consolidation</u>	<u>Place Value (within 20)</u> <u>Addition and subtraction (within 20)</u>	<u>Place Value (within 50)</u> <u>Length & Height</u> <u>Weight and Volume</u>	<u>Multiplication and Division</u> <u>Fractions</u> <u>Position & Direction</u>	<u>Place value (within 100)</u> <u>Money</u> <u>Time</u> <u>Consolidation</u>
Science Developing Experts	<u>Everyday Materials – Exploring Everyday Materials</u>	<u>Everyday Materials - Building (Based on the Three Little Pigs)</u>	<u>Animals Including Humans – All About Me</u>	<u>Animals, Including Humans 2 - All About Animals</u>	<u>Seasonal Changes</u>	<u>Plants</u>
Computing Kapow	<u>Online Safety</u>	<u>Improving mouse skills</u> <u>Online Safety</u>	<u>Online Safety</u>	<u>Digital Imagery</u>	<u>Online Safety</u>	<u>Programming Bee-bot</u> <u>Online Safety</u>



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Art Kapow	<u>Drawing: Exploring line and shape</u>		<u>Sculpture and 3D: Paper Play</u>		<u>Painting and mixed media: Colour splash</u>	
DT		<u>Textiles (Weaving) – Calendar</u>		<u>Mechanical Systems (Linkages) – Easter Card</u>		<u>Fruit Salad</u>
History		<u>My Family History</u>		<u>The Greatest Explorers</u>		<u>Great Inventions – Transport</u>
Geography	<u>Our School</u>		<u>Our Local Area</u>		<u>The United Kingdom</u>	
Music	<u>Music</u> <ul style="list-style-type: none"> • Explore pitch and dynamics. • Recognise simple notation • Play the glockenspiel using notes C, D and E. • Improvise, compose and record. • Listen to music 		<u>Music</u> <ul style="list-style-type: none"> • Explore pitch and dynamics. • Recognise simple notation • Play the glockenspiel using notes C, D and E. • Improvise, compose and record. • Listen to music 		<u>Music</u> <ul style="list-style-type: none"> • Explore pitch and dynamics. • Recognise simple notation • Play the glockenspiel using notes C, D and E. • Improvise, compose and record. • Listen to music 	
PE Rising Stars Champions	<u>Gymnastics</u> <u>Fitness: Skip to the beat</u>	<u>Dance</u> <u>Boot Camp</u>	<u>Sport: Multi-skills</u> <u>Mighty Movers</u>	<u>Sport: Brilliant Ball Skills</u> <u>Fitness: Gymfit circuit</u>	<u>Sport: Striking, fielding, throwing and catching:</u> <u>Fitness: Cool core (strength)</u>	<u>Sport: Active athletics</u> <u>Fitness: Fitness frenzy</u>
RSHE Ten Ten	<u>Religious Understanding</u> <ul style="list-style-type: none"> • Let The Children Come 5 sessions -5 days <u>Me my body, my health</u> <ul style="list-style-type: none"> • I am unique 	<u>Girls and boys</u> <ul style="list-style-type: none"> • Clean and Healthy <u>Life Cycles</u> <ul style="list-style-type: none"> • The Cycle of Life 	<u>Religious Understanding</u> <ul style="list-style-type: none"> • God Loves you <u>Life Online</u> <ul style="list-style-type: none"> • Real Life Online • Rules To Help Us 	<u>Keeping Safe</u> <ul style="list-style-type: none"> • Good Secrets and Bad • Secrets <u>Religious Understanding</u> <ul style="list-style-type: none"> • Three in One • Who Is My Neighbour? 	<u>Living in the Wider World</u> <ul style="list-style-type: none"> • The Communities We Live In • Classroom Shorts 	<u>End of Key Stage Discussion/ Questions</u>



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