

Year 1 Curriculum Overview 2017-2018

	Autumn	Spring	Summer
English	<p><u>Losing Tale:</u></p> <p><u>Augustus and his Smile</u></p> <p>Written outcome – to write a re-telling of a story including description of a setting Toolkit: To help the reader imagine the setting</p> <p><u>Grammar foci</u></p> <ul style="list-style-type: none"> • How words can combine to make sentences • Sequencing sentences to form short narratives • Separation of words with spaces • Introduction to the use of capital letters, full stops, exclamation marks and question marks to demarcate sentences <p><u>Poetry – Vocabulary Building:</u></p> <p><u>When I Blew the Magic Dust</u></p> <p>Read, write and perform free verse.</p> <p><u>Grammar foci:</u></p> <ul style="list-style-type: none"> • How words can combine to make sentences • Sequencing sentences to form short narratives • Separation of words with spaces 	<p><u>Writing to recount:</u></p> <p><u>Local Woodcutter Wins Medal</u></p> <p>Written outcome - Write a series of sentences to retell events Toolkit: To tell the reader about something that happened</p> <p><u>Grammar foci</u></p> <ul style="list-style-type: none"> • How words can combine to make sentences • Sequencing sentences to form short narratives • Separation of words with spaces • Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences • Suffixes that can be added to verbs (e.g. helping, helped, helper) • Capital letters for names and for the personal pronoun / • How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind or undoing; untie the boat) <p><u>Character Flaw:</u></p> <p><u>Cat, Bramble and Heron</u></p>	<p><u>Non – fiction</u></p> <p><u>Writing to inform</u></p> <p><u>The Rainbow Dragon</u></p> <p>Written outcome – to write a description of an animal using a report structure Toolkit: To tell the reader about an animal</p> <p><u>Grammar foci:</u></p> <ul style="list-style-type: none"> • How words can combine to make sentences • Separation of words with spaces • Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences <p><u>Losing Tale:</u></p> <p><u>Monkey See – Monkey Do</u></p> <p>Written outcome – to write a re-telling of a story Toolkit: To show how a character feels</p> <p><u>Grammar foci:</u></p> <ul style="list-style-type: none"> • How words can combine to make sentences • Sequencing sentences to form short narratives • Separation of words with spaces

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- Introduction to the use of capital letters, full stops, exclamation marks and question marks to demarcate sentences
- How *and* can join words and sentences

Traditional Tale – Wishing Tale:

The Magic Paintbrush

Written outcome - Write sentences using the patterned language, words and phrases taken from familiar stories

Toolkit: To show a characters speech

Grammar foci:

- How words can combine to make sentences
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to the use of capital letters, full stops, exclamation marks and question marks to demarcate sentences
- Regular plural noun suffixes –s and –es (e.g. dog, dogs; wish, wishes)
- Suffixes that can be added to verbs (e.g. helping, helped, helper)

Writing to instruct:

Written outcome - to write a re-telling of a story

Toolkit: To tell the reader about a character

Grammar foci:

- How words can combine to make sentences
- Separation of words with spaces
- Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences
- Regular plural noun suffixes –s and –es (e.g. dog, dogs; wish, wishes)

Stories with predictable phrasing/Fantasy:

The Magic Porridge Pot

Written outcome: Write a re-telling of a traditional story

Toolkit: To show a characters speech

Grammar foci:

- How words can combine to make sentences
- Sequencing sentences to form short narratives
- Separation of words with spaces

- The use of capital letters, full stops, exclamation marks and question marks to demarcate sentences
- Regular plural noun suffixes –s and –es (e.g. dog, dogs; wish, wishes)
- Suffixes that can be added to verbs (e.g. helping, helped, helper)
- How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind or undoing; untie the boat)

Character Flaw Tale:

Mouse and the Lion

Story Type: Character Flaw Tale

Written outcome – to write a re-telling of a story

Toolkit: To tell the reader about a character

Grammar foci:

- How words can combine to make sentences
- Sequencing sentences to form short narratives
- Separation of words with spaces
- The use of capital letters, full stops, exclamation marks and question marks to demarcate sentences
- Regular plural noun suffixes –s and –es (e.g. dog, dogs; wish, wishes)

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How to Trap a Dragon

Written outcome – to write a set of clear, organised instructions

Toolkit: To tell the reader how to do something

Grammar foci:

- How words can combine to make sentences
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences
- Regular plural noun suffixes –s and –es (e.g. dog, dogs; wish, wishes)
- Suffixes that can be added to verbs (e.g. helping, helped, helper)

- Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences
- Capital letters for names and for the personal pronoun /

Poetry – Vocabulary Building

When the Wind Blows by John Foster

Poetry appreciation:

Outcome : Personal responses to poetry –
Recite familiar poems by heart

Grammar foci:

- How words can combine to make sentences
- Separation of words with spaces
- Introduction to the use of capital letters, full stops, exclamation marks and question marks to demarcate sentences
- Regular plural noun suffixes –s and –es (e.g. dog, dogs; wish, wishes)
- Suffixes that can be added to verbs (e.g. helping, helped, helper)
- Capital letters for names and for the personal pronoun /

- Suffixes that can be added to verbs (e.g. helping, helped, helper)
- How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind or undoing; untie the boat)

Poetry – Vocabulary Building

Jump or Jiggle

Outcome: Recite familiar poems by heart

Poetry appreciation:

Outcome : Personal responses to poetry –
Recite familiar poems by heart

Grammar foci:

- How words can combine to make sentences
- Sequencing sentences to form short narratives
- Separation of words with spaces
- The use of capital letters, full stops, exclamation marks and question marks to demarcate sentences
- Capital letters for names and for the personal pronoun /
- How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind or undoing; untie the boat)

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Maths	<p>Numbers to 10: Counting, reading and writing numbers to 10 Using the language of equal to, more than, less than, most and least.</p> <p>Addition and Subtraction within 10: Represent and use number bonds and related subtraction facts within 10 Add and subtract one digit numbers Read write and interpret mathematical statements involving addition, subtraction and equals signs Solve one step problems that involve addition and subtraction</p> <p>Shapes and patterns: Recognising and naming common 2D and 3D shapes Describing position, direction and movement including whole, half, quarter and three quarter turns.</p> <p>Numbers to 20: Counting forwards and backwards Count, read and write numbers from 1-20.</p> <p>Addition and subtraction within 20: Represent and use number bonds and related subtraction facts within 20 Add and subtract one digit and two digit numbers Read write and interpret mathematical statements involving addition, subtraction and equals signs Solve one step problems that involve addition and subtraction</p>	<p>Time Telling the time to the hour and to half past the hour Recognise and use the language relating to days of the week, months and year</p> <p>Numbers to 40 Counting forwards and backwards Count, read and write numbers from 1-40 Using the language of equal to, more than, less than, most and least.</p> <p>Adding and subtracting within 40 Adding and subtracting numbers using concrete objects, pictorial representations and mentally including a two digit number and ones, a two digit number and tens, two two – digit numbers and adding three one digit numbers</p> <p>Length, weight and volume: Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; 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] Measure and begin to record the following: lengths and heights; mass/weight; capacity</p>	<p>Numbers to 100 Adding and subtracting within 100 Counting forwards and backwards Count, read and write numbers from 1-100 Using the language of equal to, more than, less than, most and least.</p> <p>Money Recognise and know the denomination of coins and notes</p> <p>Multiplication and division Solve one step problems involving multiplication and division</p>
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Science	Everyday materials Seasonal changes	Plants Animals & humans Seasonal changes	Light Seasonal changes
Computing	Algorithms using the Beebot app Using Programmable Toys	Taking, selecting and editing digital images Different sorts of input	Researching a topic Recording bug hunt data
History	Toys and Entertainment	Christopher Columbus or Marco Polo and Neil Armstrong	Windsor
Geography	Place Knowledge	Human and Physical Geography	China
RE	Christianity – The Creation Story Christianity – The Christmas Story	Christianity – Jesus as a friend Christianity – Easter – Palm Sunday	Judaism – Shabbat Judaism – Chanukah
Music	Exploring non-pitched instruments, playing instruments with control quietly, loudly, quickly and slowly. Singing together	Exploring pulse and rhythm. Singing together	Exploring short and long sounds. Singing together
PE	VS unit 1 y1 •Using balls/bean bags •Throwing and catching •Rolling and receiving •Individual/partner target games VS unit 2 y1 •Throwing and catching – one handed •Aiming	VS unit 3 y1 •Running, jumping, avoiding games •Roll and pushing the ball with a bat •Slaloms with a ball •Strike ball to partner – ground and air •Strike ball rolled or thrown by partner VS unit 4 y1 •Skipping	Gymnastics KS1 •Perform basic skills in travelling •Choose and link skills and actions in short movement phrases •Create and perform short, linked sequences Dance KS1 •Use movement imaginatively

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- Rolling, kicking, bouncing and throwing to targets
- Partner aiming games

- Throw, catch, roll with different equipment individual/partner
- Co-op games to progress sending and receiving
- Children changing rules to make own games

- Change the rhythm, speed, level and direction of their movements
- Create and perform dances
- Express and communicate ideas and feelings.