



## Curriculum Overview 2019-2020 – Year One

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme Title</b>	Who am I?	Celebrations	Polar Adventures	Treasure Island	Out of Africa	Victorian England
<b>English</b>	<p><b>Non Fiction:</b> Labels, lists and captions <i>John Burningham</i> <i>The Shopping Basket</i></p> <p><b>Poetry</b> Vocabulary building <i>Jump and Jiggle</i></p> <p><b>Fiction:</b> Stories with Predictable Phrasing <i>The Gruffalo</i></p> <p><b>Non Fiction:</b> Explanations</p>	<p><b>Poetry:</b> Structure – Rhyming Couplets</p> <p><b>Fiction:</b> Traditional Tales – Fairy tales <i>Rama and Sita</i></p> <p><b>Non Fiction:</b> Instructions <i>Alien Tea on Planet Zum Zee</i></p>	<p><b>Poetry:</b> Take One Poet – Poetry Appreciation</p> <p><b>Fiction:</b> Contemporary Fiction - Stories Reflecting Children's Own Experience <i>Lost and Found</i></p> <p><b>Non Fiction:</b> Recount (<i>First person recounts based on personal experiences.</i>) <i>Ernest Shackleton</i> <i>Great adventure</i></p>	<p><b>Poetry:</b> Structure – Rhyming Couplets</p> <p><b>Fiction:</b> Contemporary Fiction - Stories Reflecting Children's Own Experience <i>Nothing</i> <i>Percy the Park Keeper</i></p> <p><b>Non Fiction:</b> Instructions <i>Milton's Jar of Worries</i></p>	<p><b>Poetry:</b> Vocabulary building</p> <p><b>Fiction:</b> Stories with Predictable Phrasing Traditional Tales – Fairy tales <i>Handa's Surprise</i></p> <p><b>Non Fiction:</b> Report <i>Insects</i></p>	<p><b>Poetry:</b> Take One Poet – Poetry Appreciation <i>Michael Rosen</i></p> <p><b>Fiction:</b> Traditional Tales – Fairy tales</p> <p><b>Non Fiction:</b> Letter <i>The Day the Crayons Quit.</i></p> <p>Post card <i>Grandma Bird Benji Davies</i></p> <p>Recount (<i>First person recounts based on personal experiences. School Trip</i>)</p>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Geometry.</li> <li>• Numbers to Ten–</li> <li>• Numbers to</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to Ten – Comparison</li> <li>• Numbers to Ten – Equality and</li> </ul>	<ul style="list-style-type: none"> <li>• Measures – The Language of Comparing Length, Height,</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to Twenty – Language and Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division – Equal or Unequal Groups and</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions – Equal or Unequal Parts of Shapes</li> <li>• Fractions – Of</li> </ul>



	<p>Ten– Counting and Comparison (more, less, fewer)</p> <ul style="list-style-type: none"> <li>• Numbers to Ten – Estimating and Ordering</li> <li>• Numbers to Ten – Regrouping the Whole.</li> <li>• Numbers to Ten – Part Whole Addition and Subtraction</li> <li>• Numbers to Ten – Solving Problems Using Part or Whole Unknown</li> </ul>	<p>Balance</p> <ul style="list-style-type: none"> <li>• Numbers to Twenty – Making 10 and Some More</li> <li>• Numbers to 20 – Estimating and Ordering, 1 More and 1 Less.</li> <li>• Numbers to Twenty – Doubling and Halving</li> <li>• Numbers to Twenty – Odd and Even Numbers</li> <li>• Geometry – Names and Properties of 2-D and 3-D Shape</li> </ul>	<p>Mass and Speed</p> <ul style="list-style-type: none"> <li>• Sequencing Events– Days of the Week and Months of the Year</li> <li>• Numbers to Twenty – Adding using ‘Think 10’</li> <li>• Numbers to Twenty – Subtraction using ‘Think 10’</li> <li>• Numbers to Twenty – Equality and Balance</li> <li>• Numbers to Twenty – Part or Whole Unknown</li> </ul>	<p>(part or whole unknown)</p> <ul style="list-style-type: none"> <li>• Numbers to Twenty– , more, less, fewer) Comparison (difference including Statistics.</li> <li>• Measures – Coins and Combinations to 20p, Ordering and Comparing.</li> <li>• Counting in 2s, 5s 10s.</li> <li>• Measures – Non-standard Measures and Introducing Simple Standard Measures.</li> </ul>	<p>Remainders</p> <ul style="list-style-type: none"> <li>• Multiplication – Repeated Addition and Arrays (number of groups and size of group)</li> <li>• Multiplication – Problem Solving (identifying the number of groups and size of the group)</li> <li>• Multiplication – Scaling and Counting in 2s to 24</li> <li>• Division – Sharing and Grouping Problems</li> <li>• Time – Telling the Time, O’clock and Half Past.</li> <li>• Fractions – Sharing Into Equal Groups.</li> </ul>	<p>Continuous Quantities Including Capacity.</p> <ul style="list-style-type: none"> <li>• Numbers to Twenty – Review</li> <li>• Numbers to One Hundred – Place Value and Digits, Making Tens and Some More.</li> <li>• Place Value – Estimation, Ordering and Comparison.</li> <li>• <b>Remaining weeks should be review and close the gap sessions focusing upon high value learning.</b></li> </ul>
Science	Who am I? Animals including humans (focus on humans)	Celebrations Link to seasons	Polar adventures	Treasure Island Materials	On Safari Animals including humans (focus on animals)	Plants
History	St. Alban -Significant historical events,	- The lives of significant individuals in the	Ernest Shackleton - The lives of significant individuals	Pirates - The lives of significant individuals	Maasi tribes - Events beyond living memory that	- Events beyond living memory that are significant



	<p>people and places in their own locality.</p>	<p>past who have contributed to national and international achievements.</p> <p>Guy Fawkes – Bonfire night.</p> <p>Diwali</p>	<p>in the past who have contributed to national and international achievements.</p>	<p>in the past who have contributed to national and international achievements.</p>	<p>are significant nationally or Globally.</p>	<p>nationally or Globally.</p> <p>Victorians</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Queen Victoria</p>
<p>Geography</p>	<p>Local study</p> <ul style="list-style-type: none"> <li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</li> </ul>		<ul style="list-style-type: none"> <li>- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<ul style="list-style-type: none"> <li>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.</li> <li>- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans.</li> <li>- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>- Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain,</li> </ul>



	features; devise a simple map; and use and construct basic symbols in a key.					sea, ocean, river, soil, valley, vegetation, season and weather. - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Art and Design	Create a range of portraits. -Draw -Paper Plates -Salt Dough <a href="https://www.pablopicasso.org/picasso-paintings.jsp">https://www.pablopicasso.org/picasso-paintings.jsp</a> - Draw a partner and colouring in oil pastel.	<b>Bonfire Night</b> -Mixing colours -Using different textures and materials to create effects. -Recreating pieces in different ways <b>Diwali</b>	<a href="http://www.howtodrawanimals.net/how-to-draw-a-penguin">http://www.howtodrawanimals.net/how-to-draw-a-penguin</a> Drawing penguins (link to shapes)  Landscape paintings. <a href="https://davidmceown.wordpress.com/">https://davidmceown.wordpress.com/</a>	What makes a piece of art a 'treasure'? Art appreciation  Create a gallery.	Masks and African art.	Create postcards from real pictures.  Beach scenes.
Design and Technology	Design and make a piece of equipment for the playground. -Work in a range of relevant contexts e.g. the home and school, gardens and playgrounds.	<b>Christmas</b> Design and make a decoration to go on a class tree.	Create a moving toy of an arctic explorer vehicle.	Design and make boats. (Captain Pugwash) Link to science	Forest Schools link Create shelters e.g. mud huts, tents etc	Design and make a picnic e.g. sandwich etc.
Music	Sing up!	Perform- Nativity	Pulse/Rhythm	Pitch	Composition	Sound/Duration



Physical Education	Linking Movements Together Bat and Stick Skills	Dance (Festival Dances-Diwali) Invasion Games	Gym Shapes SAQ Partner Work With Balls	Dance Self-Made Games	Athletics Throwing and Catching	Athletics Send and Receive with Cricket Balls
Spanish	-	-	-	-	-	-
Computing			<p><b>Computer Science</b> -Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p><b>Safety</b> -Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p><b>Computer Science</b> -Create and debug simple programs. -Use logical reasoning to predict the behaviour of simple programs.</p>	<p><b>Digital Literacy</b> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Use of technology</b> -Recognise common uses of technology /media beyond school.</p>
Religious Education	Love	Tolerance and respect	Community and service	Justice and charity	Values, truth and honesty	Peace
PSHE and Citizenship	Families and people who care for me	Respectful relationships	Online Relationships	Caring Friendships	Being Safe	



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Values		Kindness	Respect	Friendship	Courage and Determination	Truth and Honesty	Trust
Out of School Learning Opportunities and Enrichment Experiences	Curriculum Evening Focus	<i>17<sup>th</sup> October</i> History and Geography	<i>19th December</i> Mathematics	<i>13<sup>th</sup> February</i> English	<i>2<sup>nd</sup> April</i> Science		<i>9<sup>th</sup> July</i> Art
	Trips	St Albans Abbey	Church for Christingle Temple (Diwali)		Frogmore Paper Mill	African Art Workshop	Victorian School Trip
	Visitors and Guest Speakers	Dentist		Local Explorer		African cultural speaker	