

Curriculum Overview 2019-2020 - Year Group 1

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	Belonging... (8 weeks)	Believing... (7 weeks)	Mysterious Myths of Chipesch (6 weeks)	Up, up and Away! (6 weeks)	Paws, Claws and Whiskers (5 weeks)	Whole school themed topic - TBC (7 weeks)
Text focus	<p>‘Superworm’ – <i>Julia Donaldson</i></p> <p>‘Stanley’s Stick’ – <i>John Hegley</i></p> <p>‘Beegu’ – <i>Alexis Deacon</i></p> <p>‘The Tiger Who Came to Tea’ – <i>Judith Kerr</i></p> <p>‘Avocado Baby’ – <i>John Burningham</i></p> <p>‘Penguin’ – <i>Polly Dunbar</i></p>	<p>‘Cops and Robbers’</p> <p>‘The Jolly Christmas Postman’ <i>Allan Ahlberg</i></p>	<p>Information books about Kippax.</p> <p>Kippax Then and Now.</p> <p>Kippax Postcards.</p>	<p>‘Lost and Found’</p> <p>‘How to Catch a Star’</p> <p>‘The way back home’</p> <p>‘Stuck’ - <i>Oliver Jeffers</i></p>	<p>‘Where the Wild Things Are’ - <i>Maurice Sendak</i></p> <p>‘Cinnamon’ – <i>Neil Gaiman</i></p>	
English	<p>Character description Verbal language exploration opportunities</p> <p>Letter writing – Tea Party approval</p> <p>Instructions – how to make buns</p> <p>Reading (fiction, non-fiction and poetry topic texts) Reading skills – introduction of skills: questioning, connecting, visualising, predicting Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing</p>	<p>Diary entry – in role as Cops/robbers</p> <p>Character description – Postman</p> <p>Poetry – Vocabulary development</p> <p>Reading (fiction, non-fiction and poetry topic texts) Reading skills – introduction of skills: inferring, summarising Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book</p>	<p>Non-chronological report/newspaper reports – History of Kippax</p> <p>Narrative – traditional tales/fairy stories</p> <p>Reading (fiction, non-fiction and poetry topic texts) Reading skills – consolidation of skills: questioning, connecting, visualising, predicting Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book</p>	<p>Narrative – stories with familiar settings</p> <p>Instructions (linked to DT and Science) – how to make a kite / parachute /soap / wash your hands.</p> <p>Reading - (fiction, non-fiction and poetry topic texts) Reading skills – consolidation of skills: inferring, summarising Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book</p>	<p>Brochure– information on wildlife parks/types of animals</p> <p>Recount – trip to Yorkshire Wildlife Park</p> <p>Reading (fiction, non-fiction and poetry topic texts) Reading skills – consolidation of all skills Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book</p>	<p>Review of weaker areas – match to whole school topic</p> <p>Reading (fiction, non-fiction and poetry topic texts) Reading skills – consolidation of skills Book talk sessions using picture books to build skills and level of responses/inference Drama opportunities – retell parts of the story in role as different characters Comprehension development Lots of language exploration opportunities – descriptive writing Review of the book</p>

	Review of the book					
SPAG / Spelling						
Maths	Place value Addition and subtraction	Place Value Geometry	Place Value Addition and Subtraction	Multiplication and division Measurement: Length and Height Weight and Volume Position and direction	Multiplication and division Fractions (halves and quarters)	Place Value Measurement: Time Money
Science	Everyday materials Seasonal change	Human body (senses) Seasonal change	Everyday materials Seasonal change	Animals Seasonal change National Science Week – Germ investigation and following instructions to make our own soap.	Animals Seasonal change	Plants Seasonal change
History All work feeds into being able to answer the key historical inquiry questions created at the start of the unit	Sequence events in their life Match objects to people of different ages Recognise the difference between past and present in their own and others' lives <i>(timelines of special events – linked to RE/PSHCE)</i>	They know and recount episodes from stories about the past <i>(bonfire night, Christmas, festivals – linked to RE)</i> Match objects to people of different ages <i>(Memory boxes – celebration days)</i>	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? <i>(English, geography link – villagers coming in to share stories about Kippax)</i> Find answers to simple questions about the past from sources of information e.g. artefacts <i>(Toys from the past found in Kippax)</i>	Recognise the difference between past and present in their own and others' lives <i>(Neil Armstrong/Tim Peake – English link)</i>	Sequence 3 or 4 artefacts from distinctly different periods of time <i>(bones dig)</i> Find answers to simple questions about the past from sources of information e.g. artefacts <i>(bones/teeth)</i>	Review of weaker areas – match to whole school topic
Geography All work feeds into being able to answer the key	Follow directions (Up, down, left/right, forwards/backwards) <i>(ICT link - Beebots)</i> Investigate their surroundings <i>(PSHCE link – belonging tour of the school)</i>	Use relative vocabulary Draw around objects to make a plan. <i>(Link to English - Maps for Santa)</i>	Use a simple picture map to move around the school Make observations about where things are e.g. within school or local area <i>(Local walks – art hunt)</i>	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 e.g. note taking, videoing, data collection, sketches,	Use own symbols on imaginary map Draw picture maps of imaginary places and from stories <i>(English link)</i> Understand the geographical similarities and differences through studying	Review of weaker areas – match to whole school topic

<p>geographical inquiry questions created at the start of the unit</p>				<p>observations. <i>(English link - Spaceship landing in school)</i></p> <p>Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from. <i>(English link)</i></p>	<p>the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country – Australia perhaps? <i>(Animal homes)</i></p>	
<p>Music</p>	<p>Follow pitch movements with their hands and use high, low and middle voices</p>	<p>Sing songs expressively. To find their singing voice and use their voices confidently. Sing a melody accurately at their own pitch.</p> <p>Sing with a sense of awareness of pulse and control of rhythm. <i>(Christmas play)</i></p>	<p>Kippax Colliery band (visit). Listen to and explore music from the oldest Brass Band in England. Compose own music.</p>	<p>Explore music which evokes the feeling of adventure (English link).</p> <p>https://www.literacyshed.com/little-boat.html Little Boat (linked to Oliver Jeffers stories). Creating sound effects for the animation using real life objects.</p> <p>https://www.literacyshed.com/the-music-shed.html Toy Story 3 extract. Children to create a graphic score on a scrap piece of paper (story mountains we as a graphic representation of a piece of music). Children could then label their story mountain using words to describe particular parts of the music. Describe how the instruments represent characters in the scene</p>	<p>Respond physically when performing, composing and appraising music. <i>(African music workshop – phase?)</i></p>	<p>Review of weaker areas – match to whole school topic</p>
<p>Art</p>	<p>Drawing – Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p>	<p>3D form – Explore sculpture with a range of malleable media, especially clay. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping</p>	<p>Printing - Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p>	<p>Painting – Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to</p>	<p>Printing - Build a repeating pattern and recognise pattern in the environment Make marks in print with a variety of objects, including natural and made objects. <i>(animal prints, camouflage)</i></p>	<p>Review of weaker areas – match to whole school topic</p>

	<p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour <i>(Self-portraits)</i></p>	<p><i>(diva lamps)</i></p> <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. <i>(Christmas gifts)</i></p>	<p>Make rubbings. (tree)</p>	<p>artefacts and objects.</p> <p>Work on different scales. <i>(Spacecrafts)</i></p> <p>Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust.</p>	<p>Collage – Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. <i>(Henri Rousseau jungle collage)</i></p>	
<p>DT</p> <p>For each project, work through full DT process: research, design, refine, create, refine, evaluate</p>	<p>Model their ideas in card and paper <i>(Science link – boat making)</i></p> <p>Use basic food handling, hygienic practices and personal hygiene <i>(Tea party baking – Tiger who came to tea)</i></p> <p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape <i>(Hedgehog hotels)</i></p>	<p>Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Identify a target group for what they intend to design and make <i>(Christmas gifts – Sewing)</i></p>		<p>With help measure, mark out, cut and shape a range of materials <i>(Spacecrafts/ kites / parachutes)</i></p>	<p>Select and use appropriate fruit and vegetables, processes and tools <i>(Geography link – continents)</i></p> <p>Design a habitat <i>(Art link)</i></p>	<p>Review of weaker areas – match to whole school topic</p>
<p>RE</p> <p>Make links with topic, a range of religions and everyday life</p>	<p>1.1 – Why are stories important? Looking at special books Introducing bible stories and morals</p>	<p>1.2 – Why do we celebrate special occasions? (Christmas)</p>	<p>1.3 What does it mean to belong to a church or mosque? Visit to St. Marys church. Visit a mosque</p>	<p>1.3 What does it mean to belong to a church or mosque? Visit to St. Marys church. Visit a mosque</p>	<p>1.4 Why do we care about people?</p>	<p>1.4 Why do we care about people?</p>
<p>PE</p>	<p>Dance and games</p>	<p>Gymnastics and games</p>	<p>Dance and games</p>	<p>Athletics and games</p>	<p>Gymnastics and games</p>	<p>Athletics and games</p>

<p>ICT</p> <p>Research and E-safety will feature throughout the year</p>	<p>Record short speech. <i>(English link - recordings of storytelling on the stage)</i></p> <p>As a class exercise, children explore information from a variety of sources <i>(D-Side)</i></p> <p>Control simple everyday devices to make them produce different outcomes. <i>(Bee-bots)</i></p>	<p>Use a range of simple tools in a paint package / image manipulation software to create / modify a picture. <i>(Christmas card designs)</i></p>	<p>Contribute ideas to a class email to another class / school etc. <i>(Inviting Kippax locals)</i></p> <p>Work with others and with support to contribute to a digital class resource which includes text, graphic and sound.</p> <p>Show an awareness of the range of devices and tools they encounter in everyday life <i>(Recording evidence from local walks, making videos of findings)</i></p>	<p>Make simple choices to control a simple simulation program. <i>(Scratch – creating aliens and planets)</i></p> <p>Use recording equipment (ipad) to record their sound clips using instruments for the Little Boat animation in Music.</p>	<p>As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence <i>(Science link)</i></p>	<p>TBC</p>
<p>PSHE</p>	<p>Physical health and wellbeing – Fun Times</p>	<p>Keeping safe and managing risk – Feeling Safe</p>	<p>Careers, Financial Capability and Economic Wellbeing – My Money</p>	<p>Mental health and emotional wellbeing – Feelings</p>	<p>Drug, alcohol and tobacco education – What do we put into and on to our bodies?</p>	<p>Identity, society and equality – Me and Others</p>