

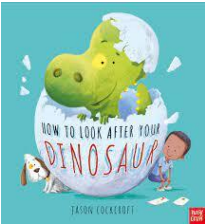
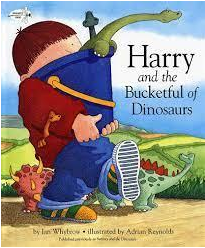
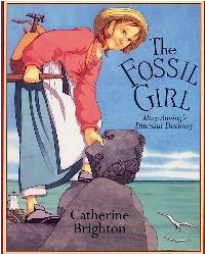

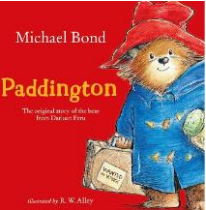
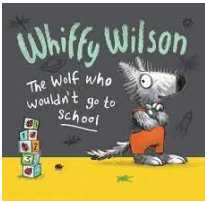
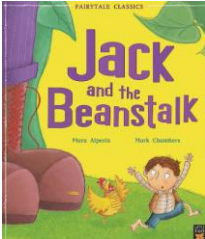
YEAR 1 CURRICULUM OVERVIEW (LTP) (Class 3 and 4)



	Term 1	Term 2	Term 3
Topic title	<p>Dinosaur Planet</p>  <p>HISTORY</p>	<p>Bright Lights Big City</p>  <p>GEOGRAPHY</p>	<p>School Days</p>  <p>HISTORY</p>
Memorable experience	<p>[Dinosaur Planet] 'Dino hunt 'to find examples of hidden 'dinosaur treasures'. Chop, Slice and Mash] - Investigating sources of food [Funny Faces and Fabulous Features] - Exploring portraits</p>	<p>Royal role-play. [Rain and Sunrays] - Weather motifs. [Taxi!] - Investigating wheels, axles and chassis Trip into Sheffield on a tram.</p>	<p>Our school's history. [Street View] Exploring street views. Looking at Victorian artefacts</p>
Innovate challenge	<p>[Dinosaur Planet] Knowledge Organisers/ Exhibition [Mix It (Y1)] - Colour challenge. [Funny Faces and Fabulous Features] - Collage creators. [Our Wonderful World] - Geographical enquiry [Chop, Slice and Mash] – Designing and making a Supermarket sandwich</p>	<p>Marley's trip to London. [Rain and Sunrays] – Creating weather collagraphs. [Taxi!] Making a London taxi</p>	<p>Planning an assembly. [Street View] - Mural makers. [Shade and Shelter] - Designing and building a play den.</p>
First Hand Experiences	<p>Petting Zoo Visit to St Peters Church</p>	<p>Trip into Sheffield on a tram. Great Fire of London Day</p>	<p>History Van – Victorian School Day</p>

YEAR 1 CURRICULUM OVERVIEW (LTP) (Class 3 and 4)



<p>Daily Reads</p>	<p>How to Look after your Dinosaur – Jason Cockcroft</p>  <p>Harry and the Bucketful of Dinosaurs – Ian Whybrow</p>  <p>The Fossil Girl - Catherine Brighton</p> 	<p>Katie in London – James Mayhew</p>  <p>Paddington - Michael Bond</p> 	<p>Whiffy Wilson: The Wolf who wouldn't go to school – Caryl Hart</p>  <p>Jack and the Beanstalk - Traditional tale</p> 
<p>English</p>	<p>Character descriptions; Setting descriptions; Letter writing Retelling of a story Labelling Non-chronological report on Dinosaurs</p>	<p>Instructional writing – how to make a marmalade sandwiches. Persuasive writing – Come to London leaflet Recount on the Great Fire of London Day</p>	<p>Traditional Tale – Jack and the Beanstalk Newspaper Report</p>
<p>Poetry Reads</p>	<p>Pterosaur Poo – Michael Rosen and other Dinosaur poems</p>	<p>Journey poems (Link to Bright Lights Big City)</p>	<p>Food poems (Link to Chop, Slice, Mash) School poems (linked to School Days) Please Mrs Butler – Alan Ahlberg</p>

YEAR 1 CURRICULUM OVERVIEW (LTP) (Class 3 and 4)



Reading

Guided reading sessions including fluency and comprehension sessions weekly.

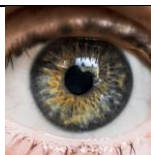
Maths

Unit 1 – Numbers to 10
(12 lessons)
Strengthening & Deepening (3 lessons)
Unit 2 – Part-whole within 10
(5 lessons)
Strengthening & Deepening (2 lessons)
Unit 3 – Addition & Subtraction within 10 (1)
(6 lessons)
Strengthening & Deepening (2 lessons)
Unit 4 – Addition & Subtraction within 10 (2)
(12 lessons)
Strengthening & Deepening (3 lessons)
Unit 5 – 2D & 3D Shapes
(5 lessons)
Strengthening & Deepening (2 lessons)
Unit 6 – Numbers to 20
(7 lessons)
Strengthening & Deepening (3 lessons)

Unit 7 – Addition within 20
(6 lessons)
Strengthening & Deepening (3 lessons)
Unit 8 – Subtraction within 20
(8 lessons)
Strengthening & Deepening (3 lessons)
Unit 9 – Numbers to 50
(11 lessons)
Strengthening & Deepening (3 lessons)
Unit 10 – Introducing Length & Height
(5 lessons)
Strengthening & Deepening (2 lessons)
Unit 11 – Introducing Weight & Volume
(7 lessons)
Strengthening & Deepening (2 lessons)

Unit 12 – Multiplication
(6 lessons)
Strengthening & Deepening (2 lessons)
Unit 13 – Division
(5 lessons)
Strengthening & Deepening (2 lessons)
Unit 14 – Halves & Quarters
(5 lessons)
Unit 15 – Position & Direction
(3 lessons)
Strengthening & Deepening (1 lessons)
Unit 16 – Numbers to 100
(9 lessons)
Strengthening & Deepening (3 lessons)
Unit 17 – Time
(7 lessons)
Strengthening & Deepening (2 lessons)
Unit 18 – Money
(3 lessons)
Strengthening & Deepening (2 lessons)

Science



[Humans]

This project teaches children that humans are a type of animal, known as a mammal. They name body parts and recognise common structures between



[Seasonal Changes]

This project teaches children about the seasons and typical seasonal weather and events. They learn about measuring weather and the role of a




[Everyday materials]

This project teaches children that objects are made from materials. They identify a range of everyday materials and their sources. Children investigate the

YEAR 1 CURRICULUM OVERVIEW (LTP) (Class 3 and 4)



	<p>humans and other animals. They learn about the senses, the body parts associated with each sense and their role in keeping us safe</p>  <p>[Why do we have teeth?] Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Use their observations and ideas to suggest answers to questions. Identify and classify. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>  <p>[Whose Poo?] Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Use their observations and ideas to suggest answers to questions. Observe closely, using simple equipment. Identify and classify.</p>	<p>meteorologist. Children begin to learn about the science of day and night and recognise that, in the UK, the seasons vary in daylight hours.</p>	<p>properties of materials and begin to recognise that a material's properties defines its use.</p>  <p>[Plants] This project teaches children about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and trees, and observe how plants and trees change over time.</p>
<p>Computing</p>	<p>Computer Skills -Switch on/log in to CHPA desktops and shut down again. -Login to Purple Mash using own login. -Create own avatar and understand why they are used.</p> 	<p>Computer Skills -Sorting items offline using a variety of criteria. -Sorting items online using PM activities with a variety of criteria. -Contribute to class collection of data to build a pictogram and discuss the results represented. -Following and organising instructions</p> 	<p>Computer Skills -Give and follow instructions. -Draw symbols to represent instructions. -Arrange and create a program using code blocks. -Use event, object and action code blocks. -Notice when their code executes when their program is run.</p> 




YEAR 1 CURRICULUM OVERVIEW (LTP) (Class 3 and 4)



	<p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>-Know that an algorithm is a precise, step by step set of instructions used to solve a problem or achieve an objective. -Know that a computer algorithm is called a program and needs to be written precisely. -Know that correcting errors in an algorithm is called 'debugging'.</p>	<p>-Edit a scene by adding, deleting and moving objects. -Use properties table to change size of objects -Design and use a plan to make their own program. -Navigate around a spreadsheet. -Explain what rows and columns are. -Save and open sheets. -Enter data into cells. -Add images to spreadsheets. -Give images a value within a spreadsheet. -Understand what is meant by the term 'technology' and consider types of technology used in and out of school.</p>
<p>Art and Design</p>	 <p>[Mix It (Y1)] – Colour theory; Colour wheel; Primary and secondary colours. This project teaches children about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.</p>  <p>[Funny Faces and Fabulous Features] - Portraiture; Collage. This project teaches children about the concept of the portrait and how the collage technique can be used to make a portrait.</p>	<p>Drawing.</p>  <p>[Rain and Sunrays] - Motifs; Line and shape; Texture; Collagraphy. This project teaches children about collagraph printing, including how to develop a motif to make single and repeated prints.</p>	 <p>[Street View] - 3-D murals; Buildings; Significant people – James Rizzi. This project teaches children about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.</p>
<p>Design and Technology</p>	 <p>[Funny Faces and Fabulous Features] - Stitching to join materials; Embellishing</p>	 <p>[Taxi!] - Mechanisms – wheels, axles and chassis. This project teaches children about wheels, axles</p>	 <p>[Shade and Shelter] - Investigating existing products; Designing and making shelters and dens;</p>

YEAR 1 CURRICULUM OVERVIEW (LTP) (Class 3 and 4)



	 <p>(Chop, Slice and Mash] - Sources of food; Food Preparation techniques; Hygiene rules; Designing and making salads and sandwiches. This project teaches children about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and techniques to design and make a supermarket sandwich according to specific design criteria.</p>	<p>and chassis and how they work together to make a vehicle move.</p>	<p>Prototypes; Safety rules; Materials. This project teaches children about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.</p>
<p>Geography</p>	 <p>Settlements; Changes over time. [Our Wonderful World] - Physical and human features; Picture maps; Cardinal compass points; Equator and hemispheres; Continents; Oceans; Countries and capital cities of the UK; Protecting natural environments; Fieldwork This essential skills and knowledge project teaches children about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. The children carry out simple fieldwork to find out about local physical and human features.</p>  <p>[Dinosaur Planet]</p>	 <p>Countries and capital cities of the UK; Physical features of the UK; Settlements; Human features; Weather and seasons; Landmarks; Aerial images; Locational language; Maps; Compass directions; Geographical similarities. This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.</p>	<p>Fieldwork; Human and physical features; Maps; Local environment; Changes over time</p>




YEAR 1 CURRICULUM OVERVIEW (LTP) (Class 3 and 4)



	<p>Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>		
<p>History</p>	 <p>Historical vocabulary; Investigate what happened to the dinosaurs using a range of age-appropriate non-fiction books. Talk about what they discover and make drawings and labelled diagrams to represent some of their ideas. Learn about the lives of significant individuals, including Mary Anning, in the past who have contributed to national and international achievements. Compare aspects of life in different periods.</p>	 <p>Monarchy; Significant event – Great Fire of London</p>	 <p>Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin</p>
<p>Music</p>	 <p>[Hey You!] To compose your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p>  <p>[Rhythm In the way we walk and banana rap] Action songs that link to the foundations of music.</p>	 <p>[In the groove] Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque and Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p>  <p>[Round And Round] Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p>	 <p>[Your Imagination] Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>  <p>[Reflect, Rewind and Replay] This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p>

YEAR 1 CURRICULUM OVERVIEW (LTP) (Class 3 and 4)



<p>PSHE</p>	<p>Stages of life; Changes What is the same and different about us? Who is special to us?</p>	<p>Speaking, listening and sharing. What helps us stay healthy? What can we do with money?</p>	<p>Special people; Positive contributions Who helps to keep us safe? How can we look after each other and the world?</p>
<p>Physical Education</p>	<p> Coordination-Footwork: Static Balance- One Leg; Dynamic Balance to Agility-Jumping and Landing; Static Balance-Seated</p> <p>Real Dance Real PE Real Gym</p>	<p> Dynamic Balance-On a Line; Static Balance-Stance; Coordination-Ball Skills; Counter Balance With a Partner</p> <p>Real Dance Real PE Real Gym</p>	<p> Coordination-Sending and Receiving; Agility- Reaction / Response; Agility-Ball Chasing; Static Balance –Floor Work</p> <p>Real PE Athletics Tchoukball</p>
<p>RE</p>	<p>What are the key features of Christianity? Introduction to the Church, Christianity, artefacts. To know Harvest festival. Understand that harvest is a time when people take the opportunity to thank God. To think about what I should be thankful for. Who Celebrates what and why? Know how we celebrate special events Understand that a celebration is joyful occasion to mark a special event. Think about my own celebrations. To know the Creation story. To know how Christians look after nature and the environment. To know about Christian beliefs. To find out about Christmas and explain what it is. To find out how Christmas is celebrated. To know why gifts can be given at Christmas.</p>	<p>How do we show we care for others? Why does it matter? Know how Christians are baptized/ the Easter story. Understand that baptism symbolises belonging to God’s family/ the significance of the cross for Christians. Think about what I belong to/ things that make me happy and sad at the same time. To learn the Creation story. Understand that a day of rest is an important part of the Jewish faith. To think about what I would like to do on a day of rest.</p>	<p>What can we learn from stories of Jesus about praying and helping people? To know who the disciples were. Understand that following Jesus can involve sacrifice. Think about what I can do to be a good friend. Know that we can learn about Jesus in the bible. Understand that Jesus is special to Christians. Think about who is special to me.</p>