


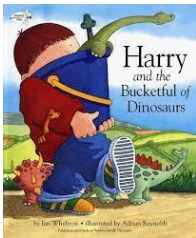
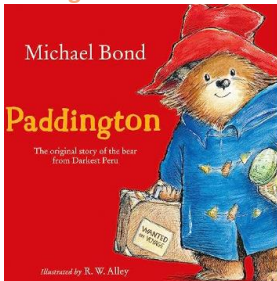

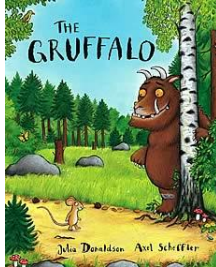


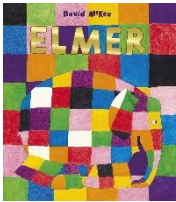
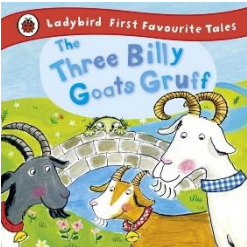
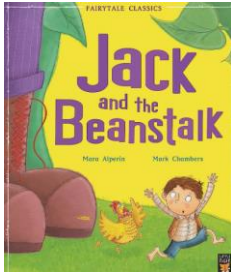
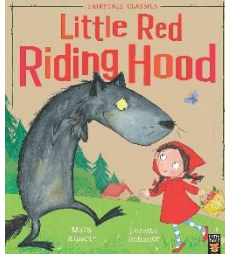
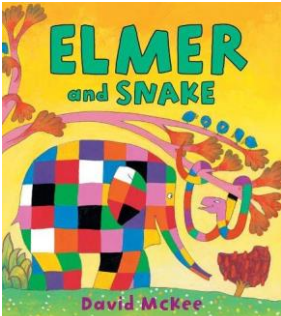
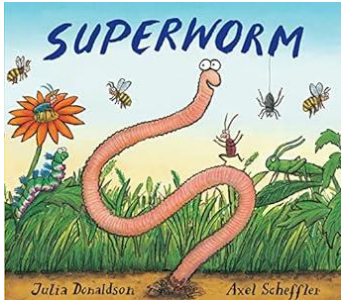
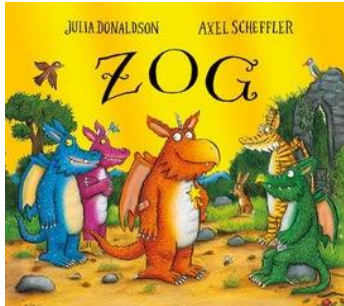
YEAR 1 CURRICULUM OVERVIEW (LTP) (Class 3 and 4)



	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	Dino hunt 'to find examples of hidden 'dinosaur treasures'.	Great Fire of London Day	Exploring street views. Looking at Victorian artefacts Victorian Day in School
First Hand Experiences	Petting Zoo Visit to St Peters Church	Trip into Sheffield on a tram. Great Fire of London Day	History Van – Victorian School Day
English	<p>How to Look after your Dinosaur – Jason Cockcroft</p>  <p>Harry and the Bucketful of Dinosaurs – Ian Whybrow</p> 	<p>Katie in London –James Mayhew</p>  <p>Paddington- Michael Bond</p> 	<p>The Tiger Who Came To Tea –Judith Ferr</p>  <p>Judith Kerr</p> <p>The Gruffalo – Julia Donaldson</p>  <p>Little Red Riding Hood</p>

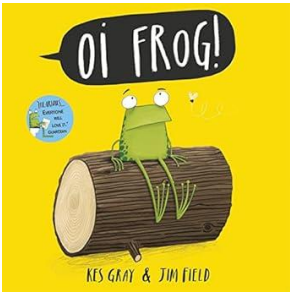
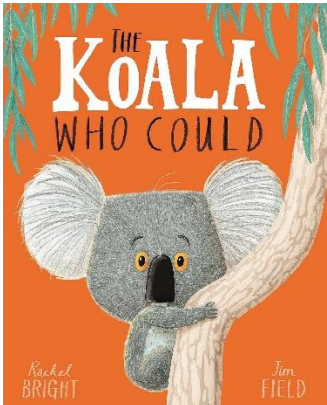
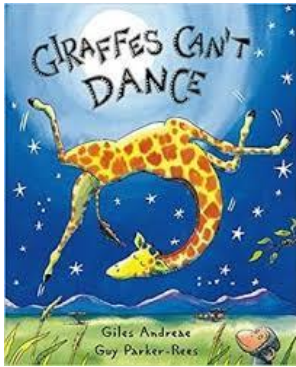


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	<p>Elmer – David McKee</p>  <p>The 3 Billy Goats Gruff</p> 	<p>Jack and the Beanstalk</p> 	
<p>English</p>	<p>Character descriptions; Setting descriptions; Letter writing Retelling of a story Labelling Non-chronological report on Dinosaurs</p>	<p>Instructional 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>Daily Reads</p>	<p>Elmer and Snake</p> 	<p>Superworm</p> 	<p>Zog</p> 


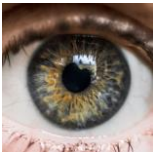



YEAR 1 CURRICULUM OVERVIEW (LTP) (Class 3 and 4)



	<p style="text-align: center;">Oi Frog!</p> 	<p style="text-align: center;">The Koala Who Could</p> 	<p style="text-align: center;">Giraffes Can't Dance</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> 
<p>Reading</p>	<p style="text-align: center;">Guided reading sessions including fluency and comprehension sessions weekly.</p>		
<p>Maths</p>	<p>Unit 1 – Numbers to 10 (12 lessons) End of Unit Check Strengthening & Deepening (3 lessons) Unit 2 – Part-whole within 10 (5 lessons) End of Unit Check Strengthening & Deepening (2 lessons) Unit 3 – Addition & Subtraction within 10 (1) (6 lessons) End of Unit Check Strengthening & Deepening (2 lessons)</p>	<p>Unit 7 – Addition within 20 (6 lessons) End of Unit Check Strengthening & Deepening (3 lessons) Unit 8 – Subtraction within 20 (8 lessons) End of Unit Check Strengthening & Deepening (3 lessons) Unit 9 – Numbers to 50 (11 lessons) End of Unit Check Strengthening & Deepening (3 lessons)</p>	<p>Unit 12 – Multiplication (6 lessons) End of Unit Check Strengthening & Deepening (2 lessons) Unit 13 – Division (5 lessons) End of Unit Check Strengthening & Deepening (2 lessons) Unit 14 – Halves & Quarters (5 lessons) End of Unit Check S Unit 15 – Position & Direction</p>








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



	<p>Unit 4 – Addition & Subtraction within 10 (2) (12 lessons) End of Unit Check Strengthening & Deepening (3 lessons) Unit 5 – 2D & 3D Shapes (5 lessons) End of Unit Check Strengthening & Deepening (2 lessons) Unit 6 – Numbers to 20 (7 lessons) End of Unit Check Strengthening & Deepening (3 lessons)</p>	<p>Unit 10 – Introducing Length & Height (5 lessons) End of Unit Check Strengthening & Deepening (2 lessons) Unit 11 – Introducing Weight & Volume (7 lessons) End of Unit Check Strengthening & Deepening (2 lessons)</p>	<p>(3 lessons) End of Unit Check Strengthening & Deepening (1 lessons) Unit 16 – Numbers to 100 (9 lessons) End of Unit Check Strengthening & Deepening (3 lessons) Unit 17 – Time (7 lessons) End of Unit Check Strengthening & Deepening (2 lessons) Unit 18 – Money (3 lessons) End of Unit Check Strengthening & Deepening (1 lessons) Strengthening & Deepening (2 lessons)</p>
<p>Science</p>	<p> Seasonal Changes Focus Scientist Jim Cantore (Meteorologist) Pupils will be taught to observe the changes across the four seasons. They will observe and describe the weather associated with the seasons and how day length varies. <i>NB: This unit will be re-visited across the academic year in all three terms.</i></p> <p> Human Senses Focus Scientist Louis Braille (Inventor of Braille)</p>	<p> Everyday materials Focus Scientist Chester Greenwood (Engineer/Inventor) Pupils will be taught to distinguish between an object and the material from which it is made. They will identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. They will describe the simple physical properties of a variety of everyday materials. They will also compare and group together a variety of these everyday materials on the basis of their physical properties.</p> <p> Animals including Humans: Animal Parts Focus Scientist Bill Oddie (TV Presenter on Wildlife)</p>	<p> Plant Parts Focus Scientist George Forest (Biologist) Pupils will be taught to identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. They will be taught to identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers</p>






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	<p>Pupils will be taught to identify, name, draw and label the basic parts of the human body and say which parts of the body are associated with each sense.</p>	<p>Pupils will be taught to identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals. They will be taught to identify and name a variety of common animals that are carnivores, herbivores and omnivores. They will describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, including pets).</p>	
<p>Computing</p>	<p>Unit 1: Technology around us</p> <p>Unit 2: Creating Media - Digital Painting</p> 	<p>Unit 3: Programming A - Moving a Robot</p> <p>Unit 4: Data and Information - Grouping Data</p> 	<p>Unit 5: Creating Media – Digital Writing</p> <p>Unit 6: Programming B – Programming Animations</p> 
<p>Art and Design</p>	 <p><u>Mix It</u></p> <p>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><u>Funny Faces and Fabulous Features</u></p> <p>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><u>Street View</u></p> <p>-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><u>Rain and Sunrays</u></p> <p>- 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>



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<p>Design and Technology</p>	 <p><u>Chop, Slice and Mash</u> Sources of food; Food</p> <p>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><u>Taxi!</u></p> <p>Mechanisms – wheels, axles and chassis. This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move.</p>	 <p><u>Shade and Shelter</u></p> <p>Investigating existing products; Designing and making shelters and dens; 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><u>Our Wonderful World</u></p> <p>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</p> <p>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><u>Dinosaur Planet</u></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>Dinosaur Planet</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>Significant event – Great Fire of London</p>	 <p>School Days</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>

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	 <p>KS1 Production of Little Angels Gets Her Wings With simple songs, as well as a choice between dramatised or narrated versions, 'Little Angel Gets Her Wings' is a delightfully simple Christmas musical for ages 5-7.</p>		
<p>PSHE</p>	<p>What is the same and different about us? Who is special to us?</p>	<p>What helps us stay healthy? What can we do with money?</p>	<p>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 Sheffield Agreed Syllabus</p>	<p>What does it mean to belong to a faith community? What do Christians believe God is like?</p>	<p>Who is Jewish and how do they live?</p>	<p>Who do Christians say made the world? How should we care for the world and for others, and why does it matter?</p>