

Chad Vale Primary School Curriculum Overview Year One

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips/parent workshops	Synagogue	Back to Back Houses	Theatre trip			TBC
Literacy	<p>Reading and phonics- KRM curriculum. Narrative and Talk for Writing story- The Gingerbread Man. To describe story settings and incidents and relate them to own experience and that of others Lists and captions- Children write labels and captions for parts of the body- Link to science.</p>	<p>Reading and phonics- KRM curriculum. Narrative and Talk for Writing- Three Billy Goats Gruff. To re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets. Sequencing stories. Poetry- Identifying rhyme and reciting texts. Non- fiction- Following and writing instructions. Children make a finger puppet and a jam sandwich, they then write instructions for each of these.</p>	<p>Reading and phonics- KRM curriculum. Narrative and Talk for Writing- Using known writing techniques to write a version of The Enormous Turnip. Children explore a fairy story and identify the beginning, middle and end. Non- fiction- To identify and use elements of information texts to write an information page about animals.</p>	<p>Reading and phonics- KRM curriculum. Narrative and Talk for Writing- Monkey See, Monkey do. Children write the story and include connectives, action words and describing words. Nonfiction- To assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages,</p>	<p>Reading and phonics- KRM curriculum. Narrative and Talk for Writing- How Tortoise got its Shell. Traditional stories and Fairy Tales – Plays Children can read a simple play script aloud using appropriate expression. Children can write their own version of a traditional story, using a series of complete sentences organised into chronological order. Nonfiction- to read recounts and begin to recognise generic structure, e.g. ordered</p>	<p>Reading and phonics- KRM curriculum. Narrative and Talk for Writing- The Magic Porridge Pot. Children compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes; to write stories using simple settings, e.g. based on previous reading. To identify simple questions and use text to find answers. To locate parts of text that give particular information, including labelled diagrams and charts, e.g. <i>parts</i></p>

				charts. Children write a letter.	sequence of events, use of words like <i>first, next, after, when</i> ; To write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. Make group/class books, e.g. <i>Our day at school, Our trip to ...</i>	<i>of a car, what pets eat, clothes that keep us warm</i> ; Children watch and perform a news report and interview. Poetry- to use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text. Children write a shape poem using rhyming words.
Mathematics	Estimating – give a sensible estimation of a number of objects that can be checked by counting. Counting, properties of number and sequences. Place Value and ordering – read and write numbers to 30 and say 1 more and 1 less. Understanding addition and subtraction.	Mental strategies – choose and use appropriate number operations and mental strategies to solve problems. Money – Recognising different coin values and find totals and give change up to 50p. Measure – understand and use vocabulary related to length, weight and capacity. Measure using non-standard units (E.G. Cubes)	Time – order key events from the school from the school day and begin to understand o'clock and half past. Know days of the week and months of the year. Problem solving – set in 'real life' using money. Organising and using data – find out and produce a graph of favourite food in the class.	Understanding addition and subtraction. Place value - begin to know what each digit represents. Partition tens and units. Counting – properties of number and number sequences – count on and back in 1's, 2's and 10's.	Shape and space – use everyday language to describe features of 2D and 3D shapes. Repeated patterns – recognise and predict simple patterns. Mental calculation strategies – use patterns of similar calculations E.G. $10+1=11$ $10+2=12$ etc	Making decisions - choose and use appropriate number operations and mental strategies to solve problems.

<p>Science</p>	<p>Ourselves – our bodies and five senses. Identify, name, label and draw basic parts of the human body and say which part is associated with each sense. To explore each sense in detail through experiments.</p>	<p>Light and dark – identify and name a variety of sources of light. Explore natural and manmade light sources. Identify reflective materials and materials that protect our eyes from the sun. Understand that darkness is the absence of light. Describe the difference between daytime and night-time.</p>	<p>Materials – identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe different properties of materials. Compare and group together a variety of materials based on their simple physical properties. Discover how the shape of some solid materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Sound and hearing – explore different sound sources and to know that some sounds can become louder and quieter. To be able to make a variety of different sounds. To understand how we hear sounds and that sound travels through the air into our ears.</p>	<p>Pushes and pulls – to experience and observe different sorts of movement. To understand pushes and pulls are both examples of forces. To know that forces such as push, pulls or twists can change the shape of objects. Begin to identify forces. To recognise the wind as a force.</p>	<p>Growing plants – to understand what a seed needs to enable it to grow. To identify and name different types of plants. To make comparisons of plants. Identify, name and label different parts of a plant, including roots, stem, leaves and flower. To be able to explain the purpose of each part of a plant. To make observations and record each growing stage of a plant.</p>
<p>ICT/Computing</p>	<p>We are celebrating – creating a card electronically using word processing tools and graphics.</p>	<p>We are treasure hunters – controlling a programmable toy (BeeBot) around a map.</p>	<p>We are storytellers – producing a talking book.</p>	<p>We are personal trainers – data handling, charts and graphs.</p>	<p>We are TV chefs – using videoing devices, tools and techniques to film a recipe.</p>	<p>We are gardeners – using simulation to develop plant growth.</p>
<p>History/Geography</p>	<p>Toys from the past – exploring toys both past and present, children get the opportunity to bring in their favourite toy from home and look closely and the similarities and differences of modern toys and old toys. Learning traditional playground games is also a very enjoyable part of this topic.</p> <p>Around our school – Children explore the ways in which we keep our are and school safe. Children observe traffic lights, crossings and road signs. Children then discuss the importance of these safety features.</p>		<p>Homes – Linking with our visit to the back to back houses children take a look inside a Victorian home and are asked to think about similarities and differences. They learn about key features of how it would have been like to live in a Victorian house E.G. cooking on the fire and jobs that they would have needed to have done.</p> <p>Making our local environment safe – taking a walk around our local area we draw safety features onto a map.</p>		<p>Seaside holidays – Stepping back in time children imagine they are going on a seaside holiday in Victorian times. They pack they own suitcase and compare in to what they would have today.</p> <p>Barnaby Bear – We follow Barnaby bear as he travel to different destinations across the world. We look closely at similarities and differences in each location E.G. climate, food and culture.</p>	

PE	<p>Invasion games – developing throwing and catching skills, and learning to apply them in open activities.</p> <p>Net games – developing hand eye coordination and striking skills.</p>	<p>Dance – learning to move in time to a rhythm combining movements with fluency and control.</p> <p>Gymnastics – develop gross motor skills and whole body movements through individual and partner balances.</p>	<p>Gymnastics – developing gross motor skills and whole body movements through experimenting with travel and flight.</p> <p>Dance – identify movements and routines that reflect other cultures. Creating short routines and sequences.</p>	<p>ABC games – development of agility, balance and coordination through a variety of skill specific tasks.</p>	<p>Athletics – learning to perform at maximum levels through experimenting with running, jumping and throwing techniques.</p>	<p>Striking and fielding games – continuing the development of hand eye coordination, striking and throwing skills.</p>
RE/PSHE/PATHS	<p>RE - Cultivating inclusion, identity and belonging – explore how we belong to different ‘groups’, e.g. our family, class, school, city, faith and the world. Explore different faiths celebrations when a baby is born.</p> <p>RE - Being thankful – explore the importance of manners and being polite. Explain the tradition and practise of Harvest. Explore Diwali.</p> <p>PATHS -</p>	<p>RE - Expressing joy – discuss what makes us happy and how we share our happiness. Explore the Christmas story and how Mary and Joseph felt at different stages of their journey.</p> <p>PATHS -</p>	<p>RE - Being fair and just – does it matter if people are not fair? Explore who decides what is and isn’t fair.</p> <p>RE - Being accountable and living with integrity – explore the impact of somebody cheating. How does this affect relationships? Discuss how it is unfair for people to cheat. Explore the concept of being honest and making the right choices. How do different faiths say sorry to their God?</p> <p>PATHS -</p>	<p>RE - Being courageous and confident – explore the meaning of courage. Use Bible stories to explore physical and moral courage.</p> <p>RE - Being loyal and steadfast – what makes a good friend? Understand that a good friend is loyal and truthful. Discuss how friendships can change. Explore Easter.</p> <p>PATHS -</p>	<p>RE - Remembering roots – how do we remember special people, places and events? Raise awareness of Ramadan and Eid. Explore Islam.</p> <p>RE - Being hopeful and visionary – explore the idea of the children’s hopes for the future. To understand that we need to treat people fairly to help create a more peaceful world. Explore the rituals of Hajj.</p> <p>PATHS -</p>	<p>RE - Being curious and valuing knowledge – to discuss what the children would like to find out about our world. To understand that asking questions is how we learn new things. Explore how we can find the answers to our questions. Begin to understand that each faith learns about their Gods from Holy books. Being open, honest and truthful – why does the truth matter? Explore the importance of truth.</p> <p>PATHS -</p>
Art	<p>Self-portraits –</p> <p>Drawing and pencil skills/techniques –</p>		<p>Weaving –</p> <p>Children weave a simple picture.</p>		<p>Sculpture –</p>	

	Mixing colours and brush strokes.		Focus on the weft and the warp.		Children sculpt a model of an animal using clay. Focus on proportion and shape.	
Music Express	Sounds interesting - identify different sounds and to change and use sounds expressively in response to a stimulus.	The long and short of it - discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound.	Feel the pulse - children use songs and activities to develop confidence in singing and playing to a common pulse.	Taking off - to discriminate between higher and lower sounds and to create simple melodic patterns.	What's the score? To recognise different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments.	Rain, rain go away - to recognise how sounds and instruments can be used expressively and can be combined to create music in response to a stimulus.
Design Technology	Moving pictures – in this topic each child will design and make a picture with either 1 to two levers that makes their picture move and come to life. This topic is linked to one of the literacy topics and children also enjoy designing a character.		Homes – Linking with the history topic each child designs and make a type of house. Some children design and make the interior of the house while others do the exterior.		Playgrounds – Children design and make an idea for a new playground using lego, Mekano and art straws. They include swings, roundabouts and other play equipment in their design.	