

Normand Croft Community School

Year One Curriculum Overviews

2017/2018

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Year 1 English Curriculum Overview

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

In Year 1, children will read, discuss and write a range of texts including lists, captions, instructions, reports and recounts, including letters, stories, book reviews, character descriptions & poetry.

They will build on their phonic knowledge from Early Years, working on Phase 4 and 5 phonemes and graphemes and increase the number of words they can read on sight. We follow the DfE Letter and Sounds guidance and use a range of phonically decodable books, as part of our guided reading and home reading programmes.

Children are also taught to form their letters using cursive script, which enables them to join their writing more easily by the end of Year 2.

	Autumn 1	Autumn 2
Year 1	<p>Traditional Tales The Jolly Postman or Other People's Letters – Janet & Allan Ahlberg Goldilocks & The Three Bears Jack & The Beanstalk http://www.scottishbooktrust.com/podcasts/video/allan-ahlberg-talks-about-writing-the-jolly-postman</p> 	<p>Mini Grey Traction Man is Here Toys in Space Biscuit Bear https://www.youtube.com/watch?v=ozqWp5C_zEI (read aloud)</p> 

Year 1 English Curriculum Overview

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

	Spring 1	Spring 2
Year 1	<p>The Emperor's Egg – Martin Jenkins The Odd Egg – Emily Gravett Penguin Small – Mick Inkpen</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">  </div>	<p>The Town Mouse & The Country Mouse</p> <div style="display: flex; justify-content: center; align-items: center;">   </div>

	Summer 1	Summer 2
Year 1	<p>Where the Wild Things Are - Maurice Sendak Grandpa's Island – Benji Davies</p> <div style="display: flex; justify-content: center; align-items: center;">  </div>	<p>The Lighthouse Keeper's Lunch Series: Ronda & David Armitage</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Poetry The Owl & the Pussy Cat- Edward Lear & Charlotte Voake</p>

Year 1 Mathematics Curriculum

1 2 3 4 5 6 7 8 9 10

At Normand Croft we have adopted a mastery approach to the teaching of mathematics using the Inspire Maths scheme from Oxford University Press. We believe that with good teaching, appropriate resources, effort and a 'can-do' attitude all children can achieve in and enjoy mathematics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Numbers to 10 Number bonds Addition within 10	Subtraction within 10 Shapes and Patterns Ordinal Numbers Numbers to 20	Numbers to 20 Addition and Subtraction within 20 Length – comparing and measuring	Mass Picture Graphs Numbers to 40	Mental Calculations Multiplication Division	Time Numbers to 100 Money

Year 1 Science Curriculum Overview

In the first half of each term, every class has science led creative curriculum teaching in the afternoons. Teachers base their teaching on the Switched on Science scheme of work, which is produced by Rising Stars and/or the Kent Scheme of Work.

Links with other curriculum areas such as English, Mathematics Art, Design Technology, History and Geography are also identified.

Topics are usually taught in the following order, but may change at times.

(statutory science subject requirements from the National Curriculum) **additional optional creative topic going beyond National Curriculum Requirements*

Year 1	Autumn 1 Pizza Express	Spring 1 Science Museum	Summer 1 Whole school working scientifically focus day
	Seasonal Change Sep, Oct, Nov, Dec Observing seasonal change – see Switched on Science planning and working scientifically in the garden and unity farm should be ongoing throughout the year; processes and outcomes should be recorded in the class floor book.		
Strand	Biology Physics	Biology Chemistry	Biology
Key Stories & links to RSC website	The Jolly Postman Goldilocks and The Three Bears Jack and The Beanstalk	Emperor's Eggs Penguin Small Ice Cube experiment http://www.rsc.org/learn-chemistry/resource/res00002104/talk-for-primary-science?cmpid=CMP00007070#!cmpid=CMP00007062	Where The Wild Things Are Grandpa's Island The Lighthouse Keeper's Lunch series
Key Topic	Who am I? (Living things, humans and senses) Celebrations (Everyday Materials & Light)	Polar Adventurers (Animals & Everyday Materials) On Safari (Plants, Animals & Everyday Materials)	Treasure Island Holiday! Let's go to the seaside (Plants and Animals including Humans)

Year 1 Art and Design

	Autumn		Spring		Summer	
Year 1	Drawing / painting	Textiles	Painting and collage	Sculpture	Drawing (pastels)	Printing
	<p>Key artist – Frida Kahlo Frida tells us a great deal about herself and her life through herself portraits. Key link - Topic Who am I?</p> <p>Key skills Drawing lines in a single movement to form shapes. Show pattern and texture by adding dots and lines (create face features e.g. eyes) Use thick and thin brushes Mix primary colours to make secondary.</p> <p>Key outcomes Response to Frida Kahlo's self portraits Produce self-portrait – drawn and painted with additions to give clues about their lives.</p>	<p>Key link – Victorian toys (History)</p> <p>Key skills Join materials using glue Use plating Sort and arrange materials</p> <p>Key outcomes Design and create Victorian inspired peg dolls.</p>	<p>Key artist – Matisse (French) Cut outs from his later work e.g. the snail.</p> <p>Key skills Create colour wheels Mix primary colours to make secondary. Use a combination of materials cut, torn and glued. Describe the work of notable artists and use the ideas studied to create pieces.</p> <p>Key outcomes Response to Matisse cut outs – Shapes and colours Colour wheel Create own snail through paint Create own animal cut out.</p>	<p>Key link – Artic Antarctic (Geography) Look at examples of igloos both real and sculptures (milk bottle igloos)</p> <p>Key skills Use techniques e.g. rolling, moulding, cutting and carving Use clay to mould Explore ideas and collect visual information.</p> <p>Key outcomes Igloos Arctic animals</p>	<p>Key artist – Raoul Dufy Regatta at Cowes Key link – Seaside (Geography/History)</p> <p>Key skills Colour own work neatly following the lines Show different tones using coloured pastels Draw lines of different sizes and thickness</p> <p>Key outcomes Sailing boats / beach oil pastel picture with wash</p>	<p>Key Link – Plants and nature (Science)</p> <p>Key skills Printing using rubbing of leaves Using sponges to create prints of leaves and fruits. Use repeating patterns or overlapping shapes</p> <p>Key outcomes Leaf and nature prints and rubbing pictures.</p>

Year 1 Computing Curriculum Overview

Our computing curriculum is based on the 3BM scheme of work and supported by the LA advisory team

1	Autumn		Spring		Summer	
	Online Safety/Cyberbullying		Safer Internet Day		Coding Club/Digital Leaders/Online Safety	
	Information Technology – creating a digital image Digital Literacy, communication and emails - blogging	Digital Literacy – knowing to ask for help and safe searching	Computer Science and algorithms – creating a modelling resource Information Technology – creating an image	Computer Science and programming – coding using blocks and programming devices	Computer Science, simulation and gaming – trial and error and programming devices	Information Technology – using a simple word bank and data handling

Year 1 Design Technology Curriculum Overview

Autumn	Spring	Summer
Food Technology – Porridge Christmas Biscuits Design, make, plan and evaluate a decoration for a festival of light/Victorian peg doll	Food Technology – Hot Cross Buns Design, make and evaluate a pop up cards/books or design, make and evaluate an egg cup	Food technology Picnic Food Design, plan, make and evaluate outdoor shelters

Year 1 Geography Curriculum Overview

In the second half of each term, every class has humanities led creative curriculum teaching in the afternoons. Teachers base their teaching on a range of resources including the Voyagers scheme of work which is produced by Rising Stars, schemes of work from the History and Geography Associations.

Links with other curriculum areas such as English, Mathematics, Science, Computing, Art, Design Technology and Music are also identified. Topics are usually taught in the following order, but may change at times.

Year 1	Autumn 2 What's It Like Where We Live Voyagers (link to History) Patrick's Toy Shop V&A Toy Museum	Spring 1 Where Do Different Animals Live? Voyagers (link to Science) Spring 2 City Farm/Ruislip Lido	Summer 2 What Will We See On Our Journey Around the World? (Voyagers) What Are the Seven Wonders of Our World? (Voyagers)
Ongoing	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		
Topic		Would you rather be a Town Mouse or a Country Mouse?	The Lighthouse Keeper's Lunch series
Location Knowledge	<ul style="list-style-type: none"> name and locate the world's 7 continents - Europe Asia North America 	<ul style="list-style-type: none"> name and locate the world's 7 continents - Europe Antarctica 	<ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans -
Place Knowledge	<ul style="list-style-type: none"> name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Human & Physical Geography		<ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	
Geographical Skills & Fieldwork	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied 	<ul style="list-style-type: none"> 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 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied

Year 1 History Curriculum Overview

In the second half of each term, every class has humanities led creative curriculum teaching in the afternoons. Teachers base their teaching on a range of resources including the Voyagers scheme of work which is produced by Rising Stars, schemes of work from the History and Geography Associations. Links with other curriculum areas such as English, Mathematics, Science, Computing, Art, Design Technology and Music are also identified.

Topics are usually taught in the following order, but may change at times, especially when national or international events take place e.g. Olympic/Paralympic Games, royal occasions and other significant world events.

Year 1	Autumn 2 Old and New Homes What toys did children play with in the past?	Spring 2	Summer 2
History Topic			
changes within living memory	Children will develop their understanding of the concept of old and new and think about changes in their own lives and in those of their family or adults around them. Children will use primary and secondary sources of information to find out about toys and homes in the past. They will have a wide range of opportunities to develop their speaking and listening skills, widen their vocabulary and develop their observational and thinking skills.		The Wedding of Prince Harry and Meghan Markle (2018 only)
events beyond living memory that are significant nationally or globally	Remembrance Day – Why do some people wear poppies in November? Why do we remember Guy Fawkes?		Royal Weddings in the past
lives of significant individuals in the past	Beatrix Potter		
significant historical events, people and places in own locality	Fulham in the past		

Year 1 Music Curriculum Overview

Year 1	Autumn	Spring	Summer 2
	Ongoing songs linked to curriculum	Ongoing songs linked to curriculum	Ongoing songs linked to curriculum
	Christmas school performance- use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Follow simple rhythmic scores using percussion instruments and xylophones - play tuned and un-tuned instruments musically. Recorder group Graphic score Compositions-Experiment with, create, select and combine sounds.	Music from around the world, curriculum link with History- Wonders of the world/Seaside Holidays Listen with concentration and understanding to a range of high-quality live and recorded music.

Year 1 PE Curriculum Overview

Intra school Competitions take place throughout the year.

Year 1	Autumn	Spring	Summer
	<p>A1 - Dance A2 - Agility</p> <p>Sports coach A1- A,B,Cs, Aiming/ Accuracy A2 - Object Distribution, Object Anticipation, Changing Direction</p>	<p>Sp 1 - Gymnastics Sp 2- Multi skills - in particular, throwing & catching, net games & striking games.</p> <p>Sports coach Sp1 - Sending & Receiving, A B Cs & Stability, Object Manipulation Sp2 - Blocking & invading space/target</p>	<p>S1 - Multi skills - in particular, throwing & catching, net games & striking games. S2 - Coordination</p> <p>Sports coach S1 - Object Distribution, Object Anticipation, Changing Direction S2 - A B C's, Body Stability & control, Fundamental Movements</p>

RE Primary Curriculum Overview 2 Year Cycle

(based on LBHF Agreed Syllabus)



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Whole school Cycle	Shared values: Excellence Shared celebrations: Harvest Festival/Sukkot Divali – Festival of light RE Focus Day - Sikhism	Shared values: Shared celebrations: Christmas RE Focus day - Christianity	Shared values: Determination Shared celebrations: World Religion Day 21 st January RE Focus Day – Judaism	Shared values: Independence Shared celebrations: Easter RE Focus Day - Christianity	Shared values: Unity Shared celebrations: International Food Festival RE Day: Humanism	Shared values: Trust Shared celebrations: Eid Ramadan RE Day - Islam
Year 1 Cycle A	Sikhism – Stories & 5 Ks Key question – What can we learn from stories?	Christianity – Incarnation Key question – What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	Judaism –Shabbat Key question – Is Shabbat important to Jewish children?	Christianity – Easter – Palm Sunday – Salvation Key question – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Humanism – Community and Common Values Key questions – Do Humanists share the same values as non-Humanists?	Islam – Prayer at home Key questions – Does praying at regular intervals help a Muslim in his/ her everyday life?
Cycle B	Hinduism – Stories Key questions – What can we learn from stories?	Christianity – Incarnation Key question – What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	Buddhism – The story of Buddha Key question – What can we learn from stories?	Christianity – Easter – Palm Sunday – Salvation Key question – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Humanism - Community and Common Values Key questions – Do Humanists share the same values as non-Humanists?	Islam – Prayer at home Key questions – Does praying at regular intervals help a Muslim in his/ her everyday life?