

# CURRICULUM OVERVIEW

CYCLE 1		Year Group - 1				
	<b>Autumn 1</b> The Circus	<b>Autumn 2</b> Nativity Music and Theatre focus	<b>Spring 1</b> Great Fire of London	<b>Spring 2</b> United Kingdom	<b>Summer 1</b> Real Life Super Heroes	<b>Summer 2</b> Mega structures
<b>English</b>	<u>Genre</u> <ul style="list-style-type: none"> <li>Narrative</li> <li>Speech Bubbles</li> <li>Role on the Wall</li> <li>Setting Descriptions</li> <li>Thought Bubbles</li> </ul>	<u>Genre</u> <ul style="list-style-type: none"> <li>Fact and Fiction</li> <li>Fact Sheets</li> <li>Verbs</li> <li>Free Verse Poetry</li> <li>Questions</li> </ul>	<u>Genre</u> <ul style="list-style-type: none"> <li>Statement Writing</li> <li>Narratives</li> <li>Labelling</li> <li>Postcard Writing</li> <li>Story Maps</li> </ul>	<u>Genre</u> <ul style="list-style-type: none"> <li>Descriptions</li> <li>Instructions</li> <li>Imaginative writing</li> <li>Poetry</li> <li>Information texts</li> <li>Narrative</li> </ul>	<u>Genre</u> <ul style="list-style-type: none"> <li>Prediction Writing</li> <li>Captions</li> <li>Inverted Commas</li> <li>Questions</li> <li>Character Descriptions</li> <li>Narratives</li> <li>Diary Entries</li> <li>Writing Thank You Cards</li> </ul>	<u>Genre</u> <ul style="list-style-type: none"> <li>Character Descriptions</li> <li>Questions</li> <li>Formal Letter Writing</li> <li>Roleplay</li> <li>List Writing</li> <li>Postcards</li> <li>Story Maps</li> <li>Thought Bubbles</li> </ul>
<b>Power of Reading texts</b>	<ul style="list-style-type: none"> <li>Biscuit Bear</li> </ul>	<ul style="list-style-type: none"> <li>The Emperors Egg</li> </ul>	<ul style="list-style-type: none"> <li>Claude in the City</li> </ul>	<ul style="list-style-type: none"> <li>On Sudden Hill</li> </ul>	<ul style="list-style-type: none"> <li>Traction Man is here!</li> </ul>	<ul style="list-style-type: none"> <li>Man on the Moon (A Day in the life of Bob)</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Number – Place Value</li> <li>Number – Addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Geometry – shape</li> <li>Number – Place Value</li> </ul>	<ul style="list-style-type: none"> <li>Number – addition and subtraction</li> <li>Number – Place value</li> <li>Number – multiples of 2, 5 and 10.</li> </ul>	<ul style="list-style-type: none"> <li>Measure – Length and Height</li> <li>Measure – Weight and Volume</li> </ul>	<ul style="list-style-type: none"> <li>Number – Multiplication and Division</li> <li>Number – Fractions</li> <li>Geometry – Position and Direction</li> </ul>	<ul style="list-style-type: none"> <li>Number – Place Value</li> <li>Measure – Money</li> <li>Time</li> </ul>
<b>Science</b>	<u>Topic Theme</u> Seasonal Changes / Materials  <u>Skills</u>	<u>Topic Theme</u> Materials  <u>Skills</u> <ul style="list-style-type: none"> <li>Sorting, classifying and grouping</li> </ul>	<u>Topic Theme</u> Seasonal Changes / Animals including humans  <u>Skills</u> <ul style="list-style-type: none"> <li>Observe over time</li> </ul>	<u>Topic Theme</u> Animals, including humans  <u>Skills</u> <ul style="list-style-type: none"> <li>Sorting, classifying and grouping</li> </ul>	<u>Topic Theme</u> Seasonal Changes / Plants  <u>Skills</u> <ul style="list-style-type: none"> <li>Observe over time</li> <li>Fair testing</li> </ul>	<u>Topic Theme</u> Plants  <u>Skills</u> <ul style="list-style-type: none"> <li>Changes over time</li> <li>Fair testing</li> </ul>

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	<ul style="list-style-type: none"> <li>• Sorting, classifying and grouping</li> <li>• Fair testing</li> <li>• Problem solving</li> <li>• Observing changes of weather, trees and temperature (Autumn to Winter)</li> </ul>	<ul style="list-style-type: none"> <li>• Fair testing</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Research using secondary sources</li> <li>• Fair testing</li> <li>• Problem solving</li> <li>• Observing changes of weather, trees and temperature (Winter to Spring)</li> </ul>		<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Observing changes of weather, trees and temperature (Spring to Summer)</li> </ul>	
<b>History</b>	<p><u>Skills</u> Chronological timeline Compare the circus past and present. The lives of significant individuals. Learn about a local significant historical person.</p> <p><u>Activities</u> History of the circus History of Philip Astley</p> <p>Enquiry Question: Why did the circus come to stoke?</p>	<p><u>Skills</u> Events beyond living memory that are significant nationally or globally.</p> <p><u>Activities</u> Nativity</p> <p>Enquiry Question: Why do we have a nativity?</p>	<p><u>Skills</u> Chronological timeline Use a range of sources Events beyond living memory that are significant nationally or globally.</p> <p><u>Activities</u> Order historical events History of Samuel Pepys</p> <p>Enquiry Question: Why was the Great fire of London significant?</p>	<u>N/A</u>	<p><u>Skills</u> Life of significant historical person who have contributed to national and international achievements.</p> <p><u>Activities</u> History of Florence Nightingale, compare to modern day nurses, Neil Armstrong, compare Tim Peake</p> <p>Enquiry Question: How similar are our superheroes?</p>	<u>N/A</u>
<b>Geography</b>	<u>N/A</u>	<p><u>Skills</u> 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</p>	<u>N/A</u>	<p><u>Skills</u> Map work in the UK</p> <p><u>Activities</u> Locate capital cities Locate and name London landmarks Locate and name surrounding seas</p>	<p><u>Skills</u> Use simple compass directions Use simple field work Study school grounds</p> <p><u>Activities:</u></p>	<p><u>Skills</u> Map work around the world</p> <p><u>Activities</u> Mega structures around the world</p>

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		<p><u>Activities</u> Compare weather in the UK to the Arctic and Antarctic</p>				<p>Locate and name the continents and the oceans.</p>
<b>DT</b>	<p><b>DT Strand</b> Textiles – Templates and Joining</p> <p><b>Project Brief</b> Design, make and evaluate bean bags for clowns to practise juggling.</p> <p><b>Activities</b> To realise that with a template that we can reproduce a lot of parts for a project. Using joining techniques to create the bean bags. Make them attractive. Evaluate ideas and products.</p>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<p><b>DT Strand</b> Structures – Freestanding Structures</p> <p><b>Project Brief</b> Design, make and evaluate a new skyscraper in London for tourists to visit.</p> <p><b>Activities</b> To create a freestanding skyscraper using recycled materials. Research what skyscrapers look like. Evaluate ideas and products.</p>
<b>Art</b>	<p><b>Spirals</b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><b>Simple Printmaking</b> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p><b>Playful Making</b> Exploring materials and intention through a playful approach</p>	<p><b>Exploring Watercolour</b> Exploring watercolour and discovering we can use accidental marks to help us make art.</p>	<p><b>Making Birds</b> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>	<p><b>Inspired by Flora &amp; Fauna</b> Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.</p>



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<b>Music</b>	<p><u>Skills</u> <b>To Describe Music:</b> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. Recognise different instruments</p> <p><u>Activities</u> Perform greatest showman songs and learning different musical instruments that are used for these songs.</p> <p><b>Music Express:</b> Patterns</p> <p><u>Skills:</u> Beat</p> <p><u>Activities:</u> The children develop an understanding of metre – groups of steady beats – through counting, body percussion and reading scores.</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument, dynamics, pitch</p>	<p><u>Skills</u> <b>To Perform:</b> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.</p> <p><u>Activities</u> Perform nativity songs Practise different rhythms</p> <p><b>Music Express:</b> Seasons</p> <p><u>Skills:</u> Pitch</p> <p><u>Activities:</u> The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p> <p><u>Key Vocabulary</u> Sing, melody, play, instrument, pitch</p>	<p><u>Skills</u> <b>To Compose:</b> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (duration, dynamics and pitch) Choose sounds to create an effect Sequence sounds to create an overall effect. Create short, musical patterns and rhythmic phrases.</p> <p><u>Activities</u> To use the song ‘London’s Burning’ to be able to create a new composition with body percussion and simple instruments.</p> <p><b>Music Express:</b> Water</p> <p><u>Skills:</u> Pitch</p> <p><u>Activities:</u> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> <p><u>Key Vocabulary</u> Beat, dynamics, pitch</p>	<p><b>Music Express:</b> Weather</p> <p><u>Skills:</u> Exploring Sounds.</p> <p><u>Activities:</u> The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p> <p><u>Key Vocabulary</u> melody, play, instrument names, beat</p>	<p><u>Skills</u> <b>To Transcribe:</b> Use symbols to represent a composition and use them to help with a performance.</p> <p><u>Activities</u> To use different occupations of people for inspiration of transcribing. Use of different body percussion pictures to help come up with their own simple rhythms for the different occupations.</p> <p><b>Music Express:</b> Ourselves</p> <p><u>Skills:</u> Exploring Sounds.</p> <p><u>Activities:</u> The children explore ways of using their voices expressively. They develop skills of singing while performing actions and create an expressive story.</p> <p><u>Key Vocabulary</u> Melody, play, instrument names, beat</p>	<p><b>Music Express:</b> Machines</p> <p><u>Skills:</u> Beat</p> <p><u>Activities:</u> The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</p> <p><u>Key Vocabulary</u> Melody, play, instrument names, beat</p>
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<p><b>Computing</b></p>	<p><u>Skills</u> Grouping and Sorting (Computer Science) Pictograms (Information Technology)</p> <p><u>Activities</u> 2Count</p>	<p><u>Skills</u> Lego Builders (Computer Science) Maze Explorers (Computer Science)</p> <p><u>Activities</u> 2Go</p>	<p><u>Skills</u> Animated Story Books (Information Technology)</p> <p><u>Activities</u> 2Create a Story</p>	<p><u>Skills</u> Coding (Computer Science)</p> <p><u>Activities</u> 2Code</p>	<p><u>Skills</u> E Safety (Digital Literacy)</p> <p><u>Activities</u> Owning your creative work Safe Image Searching Staying SMART Online My Personal Information What is Email? Keeping Safe Online</p>	<p><u>Skills</u> Spreadsheets (Information Technology) Technology Outside School (Digital Literacy)</p> <p><u>Activities</u> 2Calculate</p>
<p><b>PE</b></p>	<p><u>Lesson 1</u> Fundamentals</p> <p><u>Lesson 2</u> Target Games</p>	<p><u>Lesson 1</u> Fundamentals</p> <p><u>Lesson 2</u> Target Games</p>	<p><u>Lesson 1</u> Dance</p> <p><u>Lesson 2</u> Sending and receiving / Invasion games</p>	<p><u>Lesson 1</u> Dance</p> <p><u>Lesson 2</u> Sending and receiving / Invasion games</p>	<p><u>Lesson 1</u> Athletics</p> <p><u>Lesson 2</u> Net and wall games</p>	<p><u>Lesson 1</u> Team building</p> <p><u>Lesson 2</u> Net and wall games</p>
<p><b>RE</b></p>	<p>Introduction to Islam</p> <p><b>What does it mean to be a Muslim?</b></p> <ul style="list-style-type: none"> <li>- Learning the vocabulary of Allah, Muslim, mosque, Islam</li> <li>- Looking at halal food, Ramadan and Eid festival</li> </ul>	<p>Introduction to Islam</p> <p><b>What does God look like in Islam?</b></p> <ul style="list-style-type: none"> <li>- Looking at Muslim ideas on Creation and stewardship</li> <li>- Investigating Islamic ideas about Allah through art</li> </ul> <p>Learning about Islamic prayer</p>	<p>Introduction to Christianity</p> <p><b>What does it mean to be a Christian?</b></p> <ul style="list-style-type: none"> <li>- Learning what it means to believe in God</li> <li>- Looking at Christian prayer, church worship and baptism</li> <li>- Talking about what God looks like in Christianity</li> </ul>	<p>Introduction to Christianity</p> <p><b>Who was Jesus and why is he so important to Christians?</b></p> <ul style="list-style-type: none"> <li>- Introducing Jesus as the Son of God</li> <li>- Looking at miracles, parables and the story of Christmas through Bible stories</li> <li>- Learning about the importance of symbols in Christianity</li> </ul>	<p>Islam: Practices</p> <p><b>What is the Hajj?</b></p> <ul style="list-style-type: none"> <li>- Learning about the idea of pilgrimage and the Hajj pilgrimage for Muslims</li> <li>- Looking at the different areas and activities that take place during the Hajj</li> </ul>	<p>Islam: Practices</p> <p><b>What happens inside a mosque?</b></p> <ul style="list-style-type: none"> <li>- Learning about what a mosque is and what happens in one</li> <li>- Looking at wudu and salat</li> </ul> <p>Using Google StreetView to tour famous mosques</p>
<p><b>SMSC</b></p>						

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<b>Enrichment activities.</b>	<ul style="list-style-type: none"><li>• Circusology day</li><li>• Harvest</li></ul>	<ul style="list-style-type: none"><li>• Nativity</li><li>• Theatre trip</li><li>• Remembrance</li><li>• Road safety week</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Fire engine visit</li><li>• Trip to Ford Green Hall</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Science week</li><li>• World book day</li></ul>		
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