



# OVER HALL COMMUNITY SCHOOL

## Curriculum overview – Year 1

	Autumn		Spring		Summer	
Whole school	<b>Our Town, Our County</b>	<b>Castles</b>	<b>All Around Me</b>	<b>Our Wonderful World</b>	<b>Pirates</b>	<b>Adrift</b>
English	<ul style="list-style-type: none"> <li><b>Major Glad, Major Dizzy</b></li> </ul> <p>Narrative Recount</p> <p>Poetry</p>	<ul style="list-style-type: none"> <li><b>Rapunzel</b></li> </ul> <p>Traditional tale narrative Instructions</p>	<ul style="list-style-type: none"> <li><b>Hermelin</b></li> </ul> <p>Detective narrative Letter</p> <p>Poetry</p>	<ul style="list-style-type: none"> <li><b>Somebody Swallowed Stanley</b></li> <li><b>Where the Wild Things Are</b></li> </ul> <p>Portal Story</p>	<ul style="list-style-type: none"> <li><b>The Secret of Black Rock</b></li> </ul> <p>A Return Story Recount – Postcards</p> <p>Poetry</p>	<ul style="list-style-type: none"> <li><b>Beegu</b></li> </ul> <p>Friendship narrative</p> <ul style="list-style-type: none"> <li><b>The Last Wolf</b></li> </ul> <p>A Hunting Story</p>
Reading	<b>Living Memory Toys</b> <ul style="list-style-type: none"> <li>Lost in the Toy Museum</li> <li>The Teddy Robber</li> <li>Toys and Games</li> <li>Toys</li> <li>Now we are Six</li> </ul>	<b>Fairy Tales, Rhymes and Poems</b> <ul style="list-style-type: none"> <li>Goldilocks and Just One Bear</li> <li>Mr Wolf's Pancakes</li> <li>Goldilocks and the Three Bears</li> <li>The Owl and the Pussycat</li> </ul>	<b>Locality</b> <ul style="list-style-type: none"> <li>Six Dinner Sid</li> <li>The Shopping Basket</li> <li>Out and About</li> <li>Our Local Area</li> <li>Farms and Villages</li> </ul>	<b>Traditional Tales and Poems</b> <ul style="list-style-type: none"> <li>The Leopard's Drum</li> <li>Deep in the Woods</li> <li>Poems to Perform</li> <li>No Dinner!</li> </ul>	<ul style="list-style-type: none"> <li>The Lion Inside</li> <li>Something Smells</li> <li>Let's Explore the Five Senses</li> <li>Let's Explore the Sense of Touch</li> <li>First Big Book of Animals</li> </ul>	<b>Reading Breadth:</b> <ul style="list-style-type: none"> <li>Can't You Sleep Little Bear? – Martin Waddell</li> <li>Mr Armitage on Wheels – Quentin Blake</li> <li>Peace at Last – Jill Murphy</li> <li>Poems to read out loud – Laurie Stansfield</li> </ul>

					<ul style="list-style-type: none"> <li>Where My Wellies Take Me</li> </ul>	
Maths	<p><b>Place value 0-10</b> To count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count read and write numbers to 10 in numerals and words. To identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (Fewer), most, least.</p> <p><b>Addition and Subtraction within 10</b> To represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition, subtraction and equals signs.</p>	<p><b>Addition and Subtraction within 10</b> Add and subtract one digit numbers to 10 including 0. Solve one step problems that involve addition and subtraction.</p> <p><b>Shape</b> Recognise and name common 2-D shapes including (for example, rectangles (including squares), circles and triangles). Recognise and name common 3-D shapes including (for example, cuboids (including cubes), pyramids and spheres).</p>	<p><b>Place value 11-20</b> Count to twenty forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number and identify one more or one less. Identify and represent numbers using objects pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most, least.</p> <p><b>Addition and subtraction within 20</b> Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving</p>	<p><b>Place Value within 50</b> Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens.</p> <p><b>Length and height</b> Measure and begin to record lengths and heights. Compare, describe and solve practical problems for lengths and heights (for example, long, short,</p>	<p><b>Multiplication and division</b> Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b>Fractions</b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><b>Position and direction</b> Describe position, direction and movement, including whole, half, quarter</p>	<p><b>Place value within 100</b> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than, most, least.</p> <p><b>Money</b> Recognise and know the value of different denominations of coins and notes.</p> <p><b>Time</b> Sequence events in chronological order</p>

			<p>addition, subtraction and equals signs. Add and subtract one-digit and two-digit numbers to 20, including 0. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>	<p>longer, shorter, tall, short).</p> <p><b>Mass and Volume</b> Measurement: Weight and volume measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight: for example, heavy, light, heavier than, lighter than. Capacity and volume full, empty, more than, less than, half, half full, quarter.</p>	<p>and three quarter turns.</p>	<p>using the correct language. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on the clock face. Compare, describe and solve practical problems for time. Measure and begin to record time.</p>
Science	<p>Seasons - Autumn - signs of Autumn, weather. How will the trees in the local woodland change as it turns to autumn?</p> <p>Animals Inc Humans Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Seasons- Winter - signs of winter and weather.</p> <p>Materials Sc1/3.1a distinguish between an object and the material from which it is made Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p>	<p>Seasons- Winter - signs of winter and weather.</p> <p>Plants cont... Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Why do we need trees? Why is it important to plant trees? Trees from the native trust. Plant trees/ wild flowers in the school garden/grounds.</p>	<p>Seasons- Spring</p> <p>Animals Inc Humans Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores Sc1/2.2c describe and compare the structure of a variety of common animals (fish,</p>	<p>Seasons- Spring</p> <p>Materials Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p>	<p>Seasons- Summer</p> <p>Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>

		Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties		amphibians, reptiles, birds and mammals including pets)		
PSHE - One Decision	Road Safety	Washing Hands Friendship	Water Spillage Jealousy	SRE Online Bullying	Growing in Our World	Hazard Watch Is it safe to eat or drink?
History		Castles. When was Beeston castle built? What other castles are there in the UK? What are the main features of a castle? Who lived and worked in castles? How did we defend our country?	Beaches. Now and then Victorian beaches/now To explore changes to localities within living memory. Where appropriate, these should be used to reveal aspects of change in national/local Life.  What is the same and what has changed over the years nationally and locally? Explore clothing styles, transport, traditions, locations.			Space. To learn about significant historical events, people and places in their own locality. Trips to the moon/space/ famous people (Tim Peake). Fact file on Tim Peake, creating a timeline, names of planets. To look at the life of a significant individual (Tim Peake) in the past who have contributed to national and international achievements.
Geography	Map Work. Label an aerial view picture of the classroom/the school and woodland area.			Seasons - Look at how the weather has changed over the year.	Comparing London to Lima. Where did Paddington come from to where he is now.	

	<p>Use the aerial picture to find where the wild things are images around the school/woodland.</p> <p>Set instructions of how to get from our classroom to another part of school.</p> <p>Use google maps - locate where you live and draw your route to school.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</p> <p>Learn how maps work, what a bird's eye view is, the difference between physical and human features are and how a key on a map work. Compass points and directions.</p>			<p>To identify seasonal and daily weather patterns in the United Kingdom</p> <p>different types of weather, measure rainfall. Set up a class weather station.</p> <p>Compare weather to other countries.</p>	<p>To look at how the weather might be different and how does this link to what different plants might be grown in the two places.</p> <p>To 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.</p>	
RE	<p>What is respect?</p> <p>Include linking RE to No Outsiders/Adrift Project?</p> <p>Handling artefacts with respect.</p>	<p>Why is Christmas celebrated by Christians?</p>	<p>What does it mean to belong?</p>	<p>What do we think about how the world was made and how should we look after it?</p>	<p>How and why are Allah and Muhammad (PBUH) important to Muslims?</p>	<p>How do Muslims express new beginnings?</p>
PE	<p>Hit, catch and run. Unit 1</p> <p>Gymnastics Unit 1</p>	<p>Dance unit 1</p> <p>Attack, defend, shoot. Unit 1</p>	<p>Dance unit 2</p> <p>Send and return. Unit 1</p>	<p>Gymnastics unit 2</p>	<p>Run, jump and throw unit 1</p>	<p>Run, jump and throw. Unit 2</p>

				Send and return. Unit 2	Hit, catch and run. Unit 2	Attack, defend, shoot. Unit 2
Computing	Online Safety Grouping and Sorting	Pictograms Lego Builders	Coding	Animated Story Books	Spreadsheets	Technology outside school Maze Explorers
Music	My Musical Heartbeat	Cinderella / Dance Sing and Play	Exploring Sounds	Learning To Listen	Journeys / Having Fun With Improvisation	Let's Perform Together
Art/DT	To look at Rodger Hargreaves work around the Mr Men and their town. Recreate images of our local area/town using his style of work. Create a Mr Men character for themselves/ their house / school and tress and layer them onto their background. Link this to their story/ writing work in English.	To create a background image of a castle using sponges to create a brick effect. Making a moving slider image of a chosen character from a castle to move along the front of the image. E.g. Moving knight on a horse attacking or defending the castle. Children to link this to their traditional tale.	We will be designing and creating a model of an enclosure for an animal. The user will be the specific animal we have chosen. We will send these designs through to the BIG group, to consider when they are creating their next zoo. Generating design ideas; developing modelling and explaining using talk, mock-ups and drawings. Planning making, selecting tools and new and recycled materials; using finishing techniques. Exploring existing	To look at Lowry's work and recreate their own landscape scenes. Create images form a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture.	To make jam and marmalade sandwiches. Designing appealing products for a user; investigating fruit and vegetables and generating ideas; communicating through talk and drawings. Selecting a range of fruits and vegetables; using simple utensils and equipment. Tasting and evaluating user's preference; evaluating ideas and finished products against original criteria. Understand where ingredients come from and the basis of a	To create a space scene. Draw on different surfaces with a range of media. Investigate tone_by drawing light/dark lines, light/dark shapes. Investigate textures by describing, naming, rubbing, copying.

			freestanding structures; evaluating their own products against original criteria. Know about strengthening structures; knowledge of vocabulary.		healthy and varied diet.	
Staying safe	Safe on line	Fire safety & fireworks	Safe on line	Water safety	Road safety	Fun in the sun
Visits	Visit to the local woodland area/ Tree area around the school.  Library visit	Pantomime Beeston castle visit	Library visit	Chester Zoo	Library Visit	Delamere Forest
Visitors						Librarian