



Year 1 Curriculum Overview

	Autumn 1 Lend a Helping Hand	Autumn 2 Be Kind	Spring 1 Curious Cats	Spring 2 Be Aspirational	Summer 1 Caring for Our World	Summer 2 Be Adventurous
50 things to experience before I leave Whitchurch	Creative and Imaginative: Design your dream playground	Kindness and Community: Create a 'kindness chain'	Kindness and Community: Write 'thank you' messages to staff	Real World and Life Skills: Learn how to travel safely (road, bus, train, cycle and walk)	Outdoor and Adventure: Sit quietly in nature and sketch what you notice	Memorable and Magical: Have a water fight day (summer treat!)
Enrichment	Hindu Visitor Autumn Sense Walk National Poetry Day	Visit to St. Lawrence Church NSPCC's 'Speak Out Stay Safe' Topic Art Project: Four Seasons Art Box		Mini Beast Garden Exhibition Topic Art Project: Mini Beast Garden World Book Day	Kew Gardens	Animal workshop Sports Day Topic Art Project: Animal Art
English	Genres/ writing focus: Narrative: Friendship Story Sentences Instruction Sentences (Assessed Piece) Texts: The Girl at the Front of the Class by Onjali Q Rauf	Genres/ writing focus: Narrative: A Traditional Tale (Assessed Piece) Instructions: How to catch a witch Text: Rapunzel by Bethan Woollvin	Genres/ writing focus: Narrative: A Detective Story Recount: Letter (Assessed Piece) Text: Hermelin by Mini Grey	Genres/ writing focus: Narrative: A Portal Story (Assessed Piece) Information: Wild Things Text: Where the Wild Things Are by Maurice Sendak	Genres/ writing focus: Narrative: A Return Story Recount: Postcards (Assessed Piece) Text: The Secret of Black Rock by Joe Todd-Stanton	Genres/ writing focus: Narrative: A Hunting Story (Assessed Piece) Instructions: Recipes Text: The Last Wolf by Mini Grey

	King Lion by Emma Yarlett					
Maths	Place Value (within 10):- WR (4) Sort and count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line Addition & Subtraction (within 10): WR (4) Introducing parts and wholes Part-whole model (with images and objects) Write number sentences Addition symbol Fact families (addition facts)	Addition & Subtraction (within 10): WR (3) Find a part Subtraction - find a part Fact families - the eight facts Subtraction - take away/cross out (how many left?) Subtraction - take away (how many left?) Subtraction on a number line Add or subtract 1 or 2 Geometry (Shape): WR (1) Recognise and name 2-D shapes Sort 2-D shapes Recognise and name 3D shapes Sort 3-D shapes Patterns with 3-D and 2-D shapes Place Value (within 20)- WR (3) Count within 20 Understand 10 Understand 11 to 19 Understand 20 1 more and 1 less The number line to 20	Addition & Subtraction (within 20): WR (5) Add by counting on Add ones using number bonds Find and make number bonds Doubles Near doubles Subtract ones using number bonds Subtraction - counting back and finding the difference Related facts Missing number problems Place Value (within 50): WR (2) Count from 20 to 50 20,30, 40 and 50 Count by making groups of tens	Place Value (within 50): WR (2) Count by making groups of tens Groups of tens and one Partition into tens and ones The number line to 50 Estimate on a number line to 50 1 more, 1 less Measurement: Length and Height - WR (1) Compare lengths and heights Measuring lengths using objects Measure lengths in centimetres Measurement: Mass and Volume- WR (2) Heavier and lighter Measure mass Compare mass Full and Empty Compare volume Measure capacity Compare capacity	Multiplication and Division- NCETM (3) Count aloud in pairs (2s), steps of 5, and steps of 10 supported by physical movements (clapping, stepping). Notice the difference between objects scattered randomly vs. objects structured in equal groups (e.g., pairs of socks, packs of 5 pencils). Use the oral language: "There are ___ groups. Each group has ___ inside. There are ___ altogether." Build grid arrays out of small items (counters, pegs) to see rows and columns. Discover doubles practically by matching equal quantities together (e.g., mirroring 3 counters with another 3 counters to make 6). Share a collection of physical items out equally one-by-one into distinct pots to	Place value (within 100)- WR (2) Counting from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more 1 less Compare number with the same number of tens Compare any two numbers Measurement: Money- WR (1) Unitising Recognising coins Recognising notes Count in coins Measurement: Time- WR (1) Before and after Days of the week Months of the year Hours, minutes, and seconds Tell the time to the hour Tell the time to the half hour Consolidation

	Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Addition - add together Addition - add more	Use a number line to 20 Estimate on a number line to 20 Compare and order numbers to 20			see if any are left over. Take a big group of items and group them into fixed amounts (e.g., "Take 10 bricks and put them into towers of 2"). Fractions- NCETM (2) Understand that a 'whole' is an entire object before it is cut, broken, or shared. Distinguish between splitting an object into equal parts vs. unequal parts through folding paper or cutting playdough. Understand that a half means a whole has been split into exactly two equal parts. Find a half of an object or shape practically (by folding or drawing a dividing line). Find a half of a small quantity of objects by sharing them equally into two equal groups. Understand that a quarter means a whole has been split into exactly four equal parts.	
--	---	--	--	--	---	--

					Find a quarter of a shape by folding it in half and in half again. Geometry (Position and Direction)- WR (1) Describe turns Describe position - left and right, forwards and backwards, above and below Ordinal numbers Consolidation	
Science	Topic: Animals including Humans (Ourselves) Key Learning Objectives To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Experiment: Five senses experiment (Autumn Walk) using senses to explore environment Working Scientifically Focus: Noticing patterns over time	Topic: Seasonal changes (Wonderful Weather) Key Learning Objectives To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies. Experiment: Ice experiment Rainbow experiment Working Scientifically Focus: Observing changes over a period of time	Topic: Everyday Materials (Marvellous Materials) Key Learning Objectives To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials Experiment: Building a house for the three little pigs using different types of materials Working Scientifically Focus: Grouping and classifying things	Topic: Animals including Humans (Animals) Key Learning Objectives To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Topic: Plants (What's Growing in Our Gardens?) Key Learning Objectives To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees. Experiment: Plant life cycles: Growing cress/plants Working Scientifically Focus: Carrying out	Topic: Everyday materials (Let's build) Key Learning Objectives To distinguish between an object and the material from which it is made To compare and group together a variety of everyday materials on the basis of their simple physical properties. Experiment: Float or Sink Building bridges using a range of materials

				Working Scientifically Focus: Grouping and classifying things	simple comparative tests	Working Scientifically Focus: Finding things out using secondary sources of information
Computing	Online Safety (Unplugged) Pupils work collaboratively with teacher to establish a set of rules for staying safe online. They will gain a deeper understanding of why it is important to treat people with kindness online. They will learn the basic principles of what the internet is and its positives and negatives. Pupils discuss personal information and why it is important to protect. They will be taught how to be a 'digital citizen' – being respectful. Pupils will learn how to play safely and why it's important.	We are Treasure Hunters Pupils explore how to create an algorithm using a treasure hunt. They will then record these instructions clearly and in writing whilst continuing to explore whether they are clear and concise. Pupils will be taught to programme and manoeuvre Bee-Bots accurately. They will then work to debug a Bee-Bot that has been programmed incorrectly	We are TV Chefs Pupils will produce short videos of themselves making a healthy meal or snack in the style of a TV chef using an iPad camera and/or iMovie.	We are Publishers Pupils will use Book Creator on iPads to create a multimedia eBook about what they enjoy and have achieved. They will decide what content to include, add titles to their book, add images and record audio commentary for it. The Pupils will learn to copy images from elsewhere and will change colour and font too.	We are Rhythmic Creating sound patterns and Scratch Jr and GarageBand Pupils will learn to record audio on an iPad and create a repeating percussion pattern using a virtual drum machine	We are Digital Artists In this unit pupils use iPads (Brushes Redux and Autodesk SketchBook apps) to create paintings inspired by the work of famous artists. They will learn to select colours and brushes, create a range of artwork and learn to use the undo function if they make a mistake. Pupils will also use multiple layers in their art and transform those layers.

Geography / History	What is it like here? Key Question: What can I locate and identify in my local area? Focus: pupils will explore their local areas using maps and aerial photographs linking Whitchurch Primary School to local landmarks.	How am I making History? Key Question: What was it like being a child in the past and what is it like now? Focus: pupils gain an introduction to historical terminology and how this is useful to understanding their role in history. For example: timelines, chronology, change, time capsule.	What is the weather like in the UK? Key Question: What different weather can we find in the UK? Focus: pupils will identify seasonal and daily patterns in the UK. They will understand the differences between the types of weather experienced in different seasons in the UK.	How have toys changed? Key Question: What was it like for children in the past compared to now? Focus: pupils will identify what changes over time. Exploring what life was like as a child in the past and what it is like now. Comparing then and now.	What is it like to live in Shanghai? Key Question: What is life like in Shanghai compared to Canons Park? Focus: pupils will use atlases and maps to locate the UK and China. They will identify the human and physical features of both Shanghai and their own local area (Canons Park).	How have explorers changed the world? Key Question: What was it like being an explorer and how did they change the world? Focus: Pupils will create timelines, investigate journeys of exploration and compare exploration in the past with exploration today.
R.E.	Hinduism <i>Key Question: How and why do Hindus celebrate Diwali?</i> What is my favourite part of Diwali? OR What is my favourite part of my religious festivals? WALT: understand the meaning of the story of Rama and Sita. WALT know how Hindus celebrate the festival in different ways.	Christianity <i>Key Question: What is the story of the Nativity?</i> How can I look after guests in my house? How would I feel if I had nowhere to sleep? WALT: know the main events of the story of the Nativity and what it teaches us about how to treat people.	Hinduism <i>Key Question: How do Hindus celebrate important life events?</i> How do my family celebrate the birth of a baby? Do my parents or other relatives have pictures of their weddings? How were these celebrations special for them? WALT: know the significance of the Hindu ceremonies to celebrate births, coming of age and weddings.	Christianity <i>Key Question: How is Easter related to Spring?</i> How do I feel when winter ends and Spring starts? Does my religion have a spring festival? WALT: know the different ways Christians celebrate Easter and to recognise that the symbols of Easter are also symbols of spring.	Judaism <i>Key Question: Why do Jewish people have Shabbat?</i> Do I have a special day of the week in my religion? How is it different to the rest of the week? WALT: know how Jewish people celebrate Shabbat and to recognise the different artefacts used during the day.	Comparison Topic <i>Key Question: Is it important to have a day of rest?</i> Christianity / Islam / Hinduism What would I enjoy about a day of rest? How would I choose to spend my “day of rest”? WALT: recognise the similarities and differences between days of rest for different religions.

Art / DT	Art: Self-Portrait (Drawing/Form) Investigate famous self-portraits Collage to create a self-portrait Investigate the different kinds of sketching pencils Investigate different paints Create own self-portrait create a self-portrait from clay Focus: pupils will explore how to use a combination of different tools and observational drawing to create an image of themselves	DT: Structures Baby Bear's Chair Learning about different types of structures, found in the natural world and in everyday objects. Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper. Comparing the stability of different shapes. Testing the strength of their own structures. Focus: pupils will create a chair for Baby Bear and produce a model that supports a teddy, using the appropriate materials and construction techniques	DT: Cooking & Nutrition (Smoothies) Designing smoothie carton packaging by hand. Chopping fruit and vegetables safely to make a smoothie. Juicing fruits to make a smoothie. Identifying if a food is a fruit. Learning where and how fruits and vegetables grow. Tasting and evaluating different foods. Describing appearance, smell and taste. Suggesting information to be included on packaging. Focus: pupils will explore different types of fruit and using tools and equipment to make smoothies	Art: Earth Art (Pattern) Explore ways of painting on rocks Make sculptures with sticks and twigs Make animal pictures with leaves Weave with natural materials Making mandalas Collage using natural materials Focus: pupils will explore ways of using natural materials to create collages and sculptures	Art: Colour Creations (Colour/Famous Artist) Exploring and identifying primary colours Mix primary colours to create secondary colours Create light and dark shades of colours Research and produce art based on the work of Kandinsky Focus: pupils will be introduced to primary colours and colour mixing.	DT: Mechanisms Making a moving story book Explaining how to adapt mechanisms, using bridges or guides to control the movement. Designing a moving storybook for a given audience. Following a design to create moving models that use levers and sliders. Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. Evaluation of book Focus: pupils will be designing and constructing their own moving story book by following a design using a variety of materials
Music	Duration Creating vocal sound effects. Singing with actions and pitch awareness.	Christmas Carols Singing with actions, pitch awareness and good voice projection. Singing from memory.	Pulse and Rhythm Following rhythmic notation (semibreve, minim, crotchet, paired quavers). Combining beat and rhythm.		Pitch Singing, counting in and responding to simple visual directions. Playing the C major scale creating rhythm and pitch patterns.	

	Developing instrumental playing techniques. Playing simple rhythms on untuned percussion instruments. Developing ensemble playing skills.	Responding to visual directions. Performing in time with the music.	Accompanying songs with rhythmic ostinati (repeated patterns). Changing the speed and length of the beat. Developing ensemble skills.	Playing tuned percussion instruments. Following pictures and symbols to guide singing and playing. Improving ensemble skills.		
Indoor P.E.	Team Building Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.	Gymnastics In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	Movement Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.	Yoga Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.	Forest School Pupils will develop confidence, curiosity and a love of the natural world through hands-on outdoor learning in Whitchurch Woodland. Children will learn how to stay safe while exploring plants, trees and wildlife through activities such as nature walks, minibeast hunts, leaf identification, natural artwork and clay modelling using natural materials. Pupils will also develop an understanding of the changing seasons, habitats and the importance of caring for the environment.	Sending and Receiving Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.

Outdoor P.E.	Fundamentals	Ball Skills	Target Games	Invasion Games	Athletics	Net and Wall
	Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	Pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Pupils will have the opportunity to work independently and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.	Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others

PSHE	Being me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Special and Safe	Similarities and differences	Setting goals	Keeping myself healthy	Belonging to a family	Life cycles – animal and human
	My Class	Understanding bullying and knowing how to deal with it	Identifying successes and Achievements	Healthier lifestyle choices	Making friends/being a good friend	Changes in me
	Rights and Responsibilities		Learning styles	Keeping clean	Physical contact preferences	Changes since being a baby
	Rewards and Feeling Proud	Making new friends	Working well and celebrating achievement with a partner	Being safe	People who help us	Differences between female and male bodies (correct terminology)
	Consequences	Celebrating the differences in everyone		Medicine safety/safety with household items	Qualities as a friend and person	
	Owning our Class Charter		Tackling new challenges	Road safety	Self-acknowledgement	Linking growing and learning
			Identifying and overcoming Obstacles	Linking health and happiness	Being a good friend to myself	Coping with change
			Feelings of success		Celebrating special relationships	Transition