



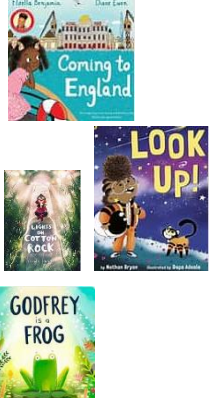



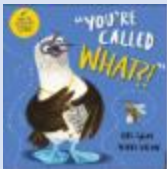
Year R/1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Experiences	<p>Home Visits</p> <p>All about me portraits, families and the countries that we come from</p> <p>Our school- what can we see?</p> <p>Autumn Walk - seasons and changes (all year round)</p>	<p>Forest school</p> <p>Posting a Christmas card</p> <p>Special Visitors –parents to talk about jobs</p> <p>Dentist or nurse visit</p> <p>Nativity</p> <p>Divali</p>	<p>Forest School</p> <p>Winter Walk</p> <p>Grandparents – stories from the past</p> <p>Nursery rhymes and playground games</p> <p>Chinese New Year- music link</p>	<p>Forest School - maps</p> <p>Spring walk</p> <p>Grow, cook, eat- our allotment</p> <p>World book day</p>	<p>Road safety and money- trip to the local shop</p> <p>Teddy bears birthday party</p> <p>Ready steady bake-cakes and biscuits</p> <p>Minibeasts – build a bug house</p> <p>Catholic Social Teaching – Care for our common world</p>	<p>On the Farm- from chick to chicken</p> <p>All animals great and small- Where in the world...including journeys around the world and contrasting environments</p> <p>Catholic Social Teaching – Care for our common world</p>
Wider Events	Welcome Mass Harvest	Bonfire Night Remembrance Day Advent and Nativity	Epiphany Chinese New Year	Lent Easter		Transition Day Sports Day School trip to the Farm
Text Drivers for writing						

						
<p>Enhancing texts for all areas of the curriculum</p>	<p><u>Number</u> 10 little monsters/pirates One to ten and back again 10 terrible dinosaurs</p> <p><u>PSED</u> Everybody feels- happy/sad/angry/scared Lunchtime Harry and the dinosaurs</p>	<p><u>Number</u> Abigail</p> <p><u>PSED</u> Mine, mine, mine said the porcupine</p>	<p><u>Number</u> Green Lizards and red triangles Ernest None the number Room on the broom</p> <p><u>PSED</u> The lion inside</p>	<p><u>Number</u> Kippers Toybox Tall</p> <p><u>PSED</u> My Feelings</p>	<p>Iguanas love Bananas How many Legs?</p> <p>Kipper's Birthday Spot's Birthday party</p> <p><u>Number</u> Cockatoos Pattern Bug</p> <p><u>PSED</u> A Kid's guide to feeling excited</p>	<p>The Gruffalo Sharing a Shell</p> <p><u>Number</u> One Ted falls out of Bed Monster Maths</p> <p><u>PSED</u> The colour monster Inside my heart and head</p>
<p>Phonics</p>	<p>Phonological awareness is taught all year to help children develop their ability to discriminate between sounds and develop rhythm and rhyme. - environmental sounds, rhyme, rhythm, alliteration.</p>					
	<p>Phase 2</p> <p>New phonemes and graphemes: s, a, t, p, i, n, m, d</p>	<p>Phase 2</p> <p>New phonemes and graphemes: r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz,</p>	<p>Phase 3</p> <p>Phonemes and graphemes: qu</p>	<p>Phase 3</p> <p>Vowel digraphs: ur, ow, oi, ear, air, ure, er</p>	<p>Phase 4</p> <p>CCVC and CVCC word</p>	<p>Phase 4</p> <p>CCVC and CVCC word</p>

	g, o, c, k ck, e, u Segmenting and blending CVC words	Segmenting and blending CVC words	Consonant digraphs: ch, sh, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, Segmenting and blending words with digraphs.	Segmenting and blending words with digraphs.	Revise digraphs, tricky words. Sentence structure.	Revise digraphs, tricky words. Sentence structure.
Year 1 Phonics	Phase 4 recap CCVC and CVCC words Revise digraphs, tricky words. Sentence structure. Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Phase 5 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	Phase 5 ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ u ew ue u-e ui oo oo /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	Phase 5 ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ ze freeze	Phase 5 Review of all Phase 5 sounds based on teacher assessment for Phonics Screening check.	Phase 5 ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more
English	<u>In the Autumn term children will be taught to:</u> Continue a rhyming string Hear and say initial sounds in words. Can segment the sounds in simple words and blend them together, knowing which letters represent some of them.		<u>In the Spring term children will be taught to:</u> Link sounds to letters, naming and sounding the letters of the alphabet. Use some clearly identifiable letters to communicate meaning.		<u>In the Summer term children will be taught to:</u> Attempt to write short sentences in meaningful contexts Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words.	

	<p>Write own name and other things such as label and captions.</p> <p><u>Writing opportunities</u> Writing for a purpose – role play Captions and labels Maps Speech bubbles Card making</p>	<p>Writes own name and other things such as signs, labels and captions.</p> <p>Attempt to write short sentences in meaningful contexts</p> <p><u>Writing opportunities</u> Captions and labels Oral storytelling and helicopter stories Posters Factfiles Sign and warning posters</p>	<p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><u>Writing opportunities</u> Cards Narratives and helicopter stories Lists Letters Speech bubbles Caption writing Information books</p>			
Year 1 English	<p><u>In Autumn term, children will be taught to:</u> Use a range of vocabulary in oral work, drama, retelling stories, acting them out and role play. Children need to be able to speak in coherent sentences and understand how a sentence is created in order to then help them write. Children will be encouraged to write lists, captions and some short sentences which have been orally rehearsed first. Children will explore sequencing a range of stories to help them understand how a story flows. Children will be taught to begin sentences with capital letters, include finger spaces and finish with a full stop.</p>	<p><u>In Spring term, children will be taught to:</u> Continue to develop the oral use of language in order to support their writing. There will now be an expectation for them to check their oral sentences for accuracy. Within their oral work children will be taught to use adjectives and this will begin to transfer in to their writing. They will be taught to write simple sentences with adjectives and nouns and how to use ‘and’ as a joining word within a sentence. We will continue to teach the children their phonics and expect that words spelt are phonetically plausible.</p>	<p><u>In Summer term, children will be taught to:</u> Edit and then improve their ideas, both oral ideas and written. They are taught a range how to write a compound sentence using ‘and’ to join clauses. Their writing will now include sequences of sentences. They are expected to punctuate sentences accurately and are now taught how to include ‘?’ in their writing as well. By the end of year 1 children’s handwriting should show the correct shape, size and spacing and sit on, above or below the lines according to the letter.</p>			
Year R Maths	<p>Getting to know you</p> <p>Just like me! Match and sorting objects Making comparisons Exploring Pattern</p>	<p>It’s me 123! Representing 1 2 3 Comparing 1 2 3 Composition of 1 2 3 Geometry and Spatial Thinking- Circles and Triangles Positional language</p> <p>Dark and Light 4 and 5 One more and one less</p>	<p>Alive in 5! Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Comparing Mass Comparing Capacity</p> <p>Growing 6,7,8 6, 7 and 8 Making Pairs Combining 2 groups Length and Height Time – Sequencing now, later, yesterday, today and tomorrow.</p>	<p>Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3d Shape Pattern</p> <p>Consolidation opportunities</p>	<p>To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning - Match, Rotate and Manipulate</p> <p>First, Then, Now Adding More Taking Away Spatial Reasoning- Compose and Decompose</p>	<p>Find my Pattern Doubling Sharing and Grouping Even and Odd Spatial reasoning- visualise and build</p> <p>On the Move Deepening Understanding patterns and relationships Spatial Reasoning - mapping</p>

		Geometry and Spatial Thinking- Shapes with 4 sides Measurement- Time Night and Day				
Year 1 Maths	Place Value within 10	Addition and Subtraction within 10 Geometry Shape	Place Value within 20 Addition and Subtraction within 20	Place value within 50 Length and height Mass and Volume	Multiplication and division Fractions Geometry Position and Direction	Place value within 100 Money Time
Science	Longitudinal Study – Seasonal change					
	Animals including humans <ul style="list-style-type: none"> - body parts - Senses 	Animals including humans <ul style="list-style-type: none"> - Name variety of animals - Carnivores, herbivores and omnivores - Structure of variety of animals 	Materials <ul style="list-style-type: none"> - Distinguish between object and the material it is made from - Identify and name a variety of everyday materials - 	Materials <ul style="list-style-type: none"> - Describe simple physical properties of everyday materials - Compare and group together a variety of everyday materials on the basis of their physical properties 	Plants <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants - Identify deciduous and evergreen trees <p>Life cycles</p>	Plants <ul style="list-style-type: none"> - Identify and describe the basic structure of a variety of common flowering plants including trees
History	Timeline My family Change within living memory Culture		Castles – significant people/places Events beyond living memory	Kings and Queens – Significant people		
Geography		Local Area School grounds Different homes			Naming continents	Hot and Cold places Pirates – maps

Art	Drawing - Self portraits - Identity boxes	My family – a window into my home Fireworks Clay pots			Printing	Sculptures – Pirate Islands Art Gallery
DT	Cooking – Gingerbread men	Sculpture – Clay pots	Structures – Making homes and castles	Textiles	Cooking - Fruit Kebabs	
RE	Introduction to the Church & Prayer Creation Other faiths – One World week - Islam/other faiths within the class	Prayers, Saints and Feasts The wedding feast at Cana Nativity Storytelling Advent	Bible Stories The wise man built his house upon the rock. Feeding the 5000. Noah's Ark	Easter Lent The Easter Story Ash Wednesday Palm Sunday	Pentecost The Holy Spirit in us all. Signs of the Holy Spirit.	Sacraments Baptism
RSHE	Welcome to our school <ul style="list-style-type: none"> Physical Development Understanding the World Personal, Social and Emotional Development We will be using 'I am Me' from 'Life to the Full'. E-safety each half term using Smartie Penguin Transition to Year 1					
Year R	Our World	I am me	Role Model/God's Family	Forever Friends	Loving God, Loving Others	Me, You, Us
Year 1 RSHE	5 c's	I am unique, Girls and Boys, Clean and Healthy	Feelings, likes and dislikes Good feelings Bad feelings Managing emotions	Growing up God love you Special people Treat others well	Rules to help us Good and Bad secrets Real life online	Can you help me Physical contact My body My Rules Who is my neighbour Communities we live in
Children's interests (to be added from observation)	e.g. Making collections (acorns, conkers, leaves)	e.g. dinosaurs, superheroes, castles, wrapping, transporting, towers	Buses transporting, horses, hairdressers, making obstacle courses, space	e.g. finding minibeasts on leaves in the garden, under stones and logs	e.g. parties, picnics, potions, camping,	e.g. dancing, singing, shows, races, dens