St Chad's CE School Year 1 Curriculum Overview

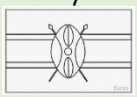
'A Future with Hope' Jeremiah 29:11

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English	**DRAWING CLUB**- See separate planning **Spoken language:** • Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates **Reading comprehension:** • Retell stories and consider their particular characteristics • Discuss words meanings, lining new meanings to those already known • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them **Writing Composition:** • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense	**CURIOUS QUEST**- See separate planning **Spoken language:** • Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates **Reading comprehension:** • Become familiar with key stories, fairy stories and traditional tales • Retell stories and consider their particular characteristics • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them **Writing Composition:** • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense	**CURIOUS QUEST**- See separate planning **Spoken language:** • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates **Reading comprehension:** • Link what is read or heard to own experiences • Retell stories and consider their particular characteristics • Discuss word meanings, linking new meanings to those already known • Draw on what they already know • Discuss the significance of the title and events • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them • Explain clearly understanding of what is read to them **Writing composition:**	**CURIOUS QUEST**- See separate planning **Spoken language:** • Ask relevant questions • Build vocabulary • Articulate and justify answer • Use spoken language: speculating, hypothesising, imagining and exploring ideas **Reading comprehension:** • Retell stories and consider their particular characteristics • Learn to appreciate rhymes and poems • Recite some rhymes and poems by heart • Draw on what they already know • Check that the text makes sense • Make inferences on the basis on what is being said and done • Predict what might happen on the basis of what has been read so far **Writing composition:** • Say out loud what is going to be written about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense	**CURIOUS QUEST**- See separate planning **Spoken language:** • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates **Reading comprehension:** • Learn to appreciate rhymes and poems • Recite some rhymes and poems by heart • Discuss word meanings, linking new meanings to those already known • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them • Explain clearly understanding of what is read to them **Writing composition:** • Say out loud what is going to be written about	**CURIOUS QUEST**- See separate planning **Spoken language:** • Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates **Reading comprehension:** • Become familiar with key stories, fairy tales and traditional tales • Retell stories and consider their particular characteristics • Make inferences on the basis of what is being said and done • Predict what might happen on the basis of what has been read so far • Participate in discussion about what has been read to them **Writing composition:** • Re-read what they have written and check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher

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St Chad's CE School Year 1 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	• Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher	• Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher	• Say out loud what is going to be written about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words	• Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words	• Sequence sentences to form short narratives • Re-read what they have written and check that it makes sense • Discuss what has been written with the teacher or other pupils • Read writing aloud clearly enough to be heard by peers and the teacher • Spell words containing phonemes already taught • Spell common exception words	• Spell words containing phonemes already taught • Spell common exception words
Enquiry question	How have toys changed over time? 	Where will the Queen's handbag go? 	What is it like to live in Kenya? 	How has our High Street changed over time? 	Why do astronauts travel into space? 	Where in the world are the coldest places? 
Maths	Sort and count objects Recognise numbers as words Count on from any number 1 more and 1 less Less than, greater than, equal to Compare and order numbers Part-whole model Number bonds within 10 Number bonds to 10 Addition - add together Addition problems	Subtraction - find a part Subtraction - take away/cross out Subtraction on anumber line Add or subtract 1 or 2 Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes	Count within 20 1 more and 1 less Use a number line to 20 Compare and order numbers to 20 Add by counting on within 20 Doubles and Near doubles • Subtract ones using number bonds Missing number problems	Count from 20 to 50 Count by making groups of tens Groups of tens and ones Partition into tens and ones •The number line to 50 Compare lengths and heights Measure length using objects Measure length in centimetres Heavier and lighter Measure mass	Count in 2s, 10s, 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – sharing Recognise/find a half of an object or a shape or quantity Recognise/find a quarter of an object or a shape or quantity	Describe turns Describe position - left and right - forwards and backwards - above and below Count from 50 to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare any two numbers Recognise coins Count in coins

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St Chad's CE School Year 1 Curriculum Overview

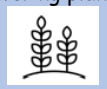
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		Patterns with 2-D and 3-D shapes		Full and empty Measure capacity		Before and after Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour and half hour
RE	**What is it like to follow God?**	**What do we think about how the world was made and how we should care for it?**	**What does it mean to belong?**	**What did Jesus teach people about God's love? Why did Jesus tell stories?**	**Where did Jesus live and grow up?**	**How do religions express new beginnings?**
Key Christian themes	Explore stories of the Old Testament. (Joseph, Esther, Mirium) Help pupils to talk about the actions and feelings of the characters and relate them to their own experiences. Consider what we can learn from stories. Learn more about the nature and characteristics of God	Explain how Christians view the creation of the world and try to take care for it. Describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough) Give children the opportunity to develop their perceptions and understanding of God. Provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.	Explore what it means to Christians to belong to a church, Explain what it means to belong to groups, a faith, a family. Recognise symbols which belong to Christianity.	Know that Jesus was a teacher and a leader. Explore the stories that Jesus told and know that he told them to teach us about God. Explore Bible stories that reveal Jesus' power and divine nature. Talk about how and why Jesus was special Recall key teachings Christians believe about God found in the "lost" parables	Understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago Talk about the human nature and experience of Jesus as he lived in the world at that time. Begin children on a journey of understanding that Jesus was a Jew and would have followed Jewish law and traditions.	Deepen children's understanding of what it means to belong through exploring the celebration of baptism Explore the ways in which people of faith welcome babies.
Comparing to Islam, Judaism other worldviews	Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Mezuzah, Star of David.) Describe how Jewish families celebrate festivals	Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated.	Describe at least three things that might happen at a Muslim marriage.	Talk about who Muslims say Allah and Muhammed pbuh) are	Describe how Shabbat (day of rest) is important to a Jew and how Jews may go to the synagogue during this period	Describe at least three things that might happen at a Muslim baby's naming ceremony

Truthfulness Hope Thankfulness Forgiveness Courage Justice

St Chad's CE School Year 1 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	with reference to the story of Esther and Purim.	Explore what people of Jewish and Hindu faith believe about how the world was created. Retell two stories that explain how the world was made. Explain how different groups of people believe the world was made (Hindu, Genesis, Big Bang Theory.)				
Science	**Materials** What properties do materials have? What materials are best at keeping us dry? 	**Seasons: Autumn and Winter**	**Animals including Humans** Which parts of our body do we need to see, hear, smell, taste and touch? 	**Seasons: Spring** **Animals including Humans** What is an animal? 	**Living Things** Are all trees the same? 	**Seasons: Summer** **Living Things** Can we name the parts of flowering plants? 
Substantive Knowledge	Name a variety of everyday materials. Know that objects are made from materials. Describe and name the simple physical properties of a variety of everyday materials Become familiar with the term absorbent/not absorbent Become familiar with the terms waterproof/not waterproof	Know there are four seasons: winter, spring, summer and autumn. Know the order of the seasons. Know that seasons lead to changes in plants and animal's behaviour. Know that in different seasons, it gets light and dark at different times. Know that the warmest temperatures are usually in the summer and the coldest in the winter.	Know where parts of the body are - head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth Know that eyes are associated with sight, ears with hearing, noses with smelling, skin with touching and tongues with taste	Know that all animals move freely, eat other living things, need water, produce young. Know that each animal group has a set of characteristics, some of which are unique to them: birds, mammals, reptiles, amphibians, fish Know that humans are mammals Know carnivores eat other animals and not plants. Know herbivores eat plants and not animals. - Know omnivores eat both plants and animals	Know and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of trees – trunk, branch, bark, blossom. Know that deciduous trees lose their leaves in winter. Know that evergreen trees keep their leaves all year round.	Know that roots are the part of the plant which is under the ground Know how to identify and describe flowers, petals, roots, stem and leaves of flowering plants.

Truthfulness Hope Thankfulness Forgiveness Courage Justice

St Chad's CE School Year 1 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

		Know the changes in weather in each season.				
Disciplinary Knowledge	Know how to sort objects according to the material they are made from. Ask and suggest answers to one key question: What properties does the material have? Using observation of the different materials, suggest answers Use simple equipment for measurement – a teaspoon to measure water Measure the water gathered from each material and present this in a pictogram. Perform a simple test to find out which material is the most waterproof. Collectively draw a conclusion about which material is best for keeping us dry	Make observations about living things in the local area in each season. Observe changes and link to seasons Compare and contrast the length of days and the weather in different seasons. Draw together the knowledge learnt to make statements about each of the seasons.	Know that scientists compare things and observe closely to answer questions Test each of their senses to answer the lesson's question and identify which body part is required for each test. Use evidence from the tests to draw conclusions	Identify the characteristics of birds and fish; identify what is the same and what is different about these two animal groups. Sort animals into the 5 animal groups using knowledge learnt to make decisions about animals that are difficult to place and decide whether humans are animals U sing knowledge of animals and their diets, group them accurately into herbivores, carnivores and omnivores	Identify and classify plants as garden plants, wild plants, trees or weeds. Know that by observing living things over time, we can monitor changes. Plant seeds and monitor growth over time, drawing pictures of different stages of development Gather and record data (the thickness of a tree trunk) to help answer questions. Gather data about the thickness of tree trunks and compare and contrast to understand variation Choose ways to sort leaves	Identify and describe the roots of a plant by observing closely using simple equipment – magnifying glasses/hand lenses Observe the parts of a flowering plant closely using simple equipment – magnifying glasses/hand lenses Use string to measure trunks and then order them according to size.
Significant People	Charlotte McCurdy Charles Macintosh William Kamkwamba	Carol Kirkwood Robert Fitzroy	Steve Backshall	David Attenborough	David Douglas George Washington Carver	Alan Titchmarsh
History	**Changes within living memory – Toys** To learn about changes within living memory by exploring toys from today to those in Victorian times, focusing on the changes of materials and technology of toy making.			**Changes within living memory -Local History** To study the locality of Winsford focusing on past and present high street.	**Significant Individuals – Space Explorers** To develop knowledge of Neil Armstrong and Tim Peak, study why they were important and understand the legacy they and other space explorers leave behind them.	
History Skills	Understand chronology and know where people and events they study fit within a chronological framework. Identify similarities and differences between time periods Ask and answer questions about the past.					

Truthfulness Hope Thankfulness Forgiveness Courage Justice

St Chad's CE School Year 1 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Know some ways in which we find out about the past.					
Geography		**What's it like to live here?** Recognising some physical features in their locality. Recognising some human features in their locality. Using an atlas to locate the UK. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs . Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the school and local area using simple pictures,	**What is life like in Kenya?** Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and Kenya on a world map. Use an atlas to locate Europe and Africa on a world map. Identify Kenya's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Kenya. Compare Kenya to their locality. Identify similarities and differences between human and physical features.			**What is the weather like in the U.K?** Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons and the current season and describe some seasonal changes. Identify the four compass directions. Identify that the arrow on a compass always shows north. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Suggest appropriate clothing and activities for each season. U.K?

St Chad's CE School Year 1 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

		colours or symbols to represent features. Using simple picture maps and plans to move around the school. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.				
Art	**Painting** Plants Eric Carle	**Collage** London landmarks Monet Le Corbusier Metzinger	**Textiles** Africa Kente Cloth Laduma Ngxokolo	**Sculpture** The Arctic Pablo Picasso	**Drawing** The High Street LS Lowry	**Printing** Seasons Henri Matisse
	Discover how Eric Carle used paint to create illustrations of plants and nature.	Discuss the art of Claude Monet. Explore different collage materials.	Study the work of Laduma Ngxokolo a designer who creates clothing inspired by	Explore the work of Pablo Picasso (animal sculptures). Learn how simple shapes can be used to create animals.	. Collect ideas from the work of LS Lowry. Create lines of different thicknesses.	Explore Henri Matisse and look at how he used colour and shape within his artwork.

St Chad's CE School Year 1 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Practise mixing of colours to develop an understanding of tones of colour. Understand texture can be created through brush strokes and tools. Design and create a piece of artwork inspired by Eric Carle.	Plan a collage Create a collage piece of artwork using layering collage techniques inspired by Claude Monet. Evaluate and refine artwork.	African traditions and patterns. Explore Kente Cloth. Create repeating patterns inspired by African textiles. Create a pattern through weaving using colours inspired by Kente Cloth and Laduma Ngxokolo. Explore decorating and embellishing textiles to add detail, colour and effect.	Use different techniques to make forms, e.g. rolling, squeezing, pinching, and joining. Add texture to add fine details and make sculptures interesting. Evaluate sculptures.	Use different materials such as pencils, pastels and felt tips to draw. Compare their own work with LS Lowry's Applying drawing techniques to create a final piece.	Investigate how artists use printing to make patterns and shapes. Learn how to show a season through colour, shape and printing. Create a seasonal from a window. Evaluate artwork
						
DT		**Textiles** **Make a Hat for the Queen**	**Mechanisms** **Pop up Pictures**			**Food** **Fruit and vegetables**

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St Chad's CE School Year 1 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

		Think about the Queen as the user of the hat Develop simple design criteria as a class based on the user and the purpose. Select from and use textiles according to their characteristics Understand how simple 3-D textile products are made, using a template to create shapes Cut and join fabrics using different techniques. Add finish to a product based on their historical knowledge	Explore a range of existing books and everyday products that use simple sliders and levers. Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Make a picture which aims to have two moving mechanisms			Explain the food groups and know they have to eat a balance of foods to have a healthy and varied diet Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely Understand where a range of fruit and vegetables come from e.g. farmed or from different countries or grow wild.
PE	**Health and Wellbeing**	**Gymnastics Wide Narrow Curled**	**Dance**	**Gymnastics Body Parts**	**Team Building**	**Dance**
	Understand what agility means and explore ways of being more 'agile' when moving. Understand why we need to be agile when playing sport.	Explore moving in ways that make the body wide, Find ways to roll and balance which are narrow. Explore ways of balancing which are curled.	Respond to the stimulus (big animals) using a range of different, controlled movements showing character expression	Explore using big parts of the body to move. Balance on different body parts on the floor and on apparatus.	Introduce teamwork. Understand why it is important to include everyone when working as a team and how it feels to be left out. Learn and understand what makes an effective team.	Respond to rhythm and patterns through movement. Learn how to control and co-ordinate their bodies to perform movements through the 'growing' theme
	Locomotion: Running	**Ball skills: Hands 1**	**Ball skills: Feet**	**Locomotion: Jumping**	**Ball skills: Hands 2**	**Games for Understanding: Attack v Defense**
	Explore running using different body parts and different techniques and begin to understand how to run efficiently.	Develop bouncing (dribbling). Explore different ways of sending (passing) the ball to a partner.	Recap the different ways of using our feet to move with a ball. Develop an understanding of the meaning of the	Explore jumping, in different directions, at different speeds and different levels. Begin to understand the different reasons when,	Introduce throwing (underarm). Understand how we throw a bean bag underarm and why.	Understand the basic principles of attack. Learn what 'attacking' means and why we attack during a game.

St Chad's CE School Year 1 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

			word, 'control,' and why it is important to keep the ball close.	where and why we jump in different ways		
Music	**Listening and Appraising**		**Call and Response**		**Instruments: Glockenspiels**	
	Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.		Learn about the history of call and response and African instruments Learn and take part in different call and response songs. Play along a steady beat on tuned percussion (djembe drum)		Introduce the glockenspiel as a musical instrument and explain its German name (meaning "bell play"). Model the correct way to hold the mallets and strike the keys. Focus on the notes C, D, and E, Learn to play simple traditional tunes	
Computing	**Technology Around us**	**Creating Media- Digital Painting**	**Programming – Moving a Robot**	**Grouping data**	**Creating Media – Digital writing**	**Programming - Animations**
	Identify technology and how it helps us. Identify a computer and its main parts. Use a mouse in different ways. Use a keyboard to type on a computer. Create rules for using technology responsibly.	Describe what different freehand tools do. To use the shape and line tools. Make careful choices when painting a digital picture. Explain why I chose the tools I used. Use a computer on my own to paint a picture. Compare painting a picture on a computer and on paper.	Explain what a given command will do. Act out a given word. To combine forward and backwards commands to make a sequence. To combine four direction commands to make a sequence. To plan a simple program. To find more than one solution to a problem.	To label objects. To identify objects that can be counted. To descibe objects in different ways. To compare groups of objects. To answer questions about groups of objects.	To use a computer to write. To add and remove text on a computer. To identify that the look of text can be changed on a computer. To make careful choices when changing text. To explain why I used the tools that I chose. To compare typing on a computer to writing on paper.	To choose a command for a given purpose. To show that a series of commands can be joined together. To identify the effect of changing a value. To explain that each sprite has its own instructions. To design the parts of a project. To use my algorithm to create a program.
PSHE	Keeping and Staying safe - Road safety Being Responsible – water spillage Feelings and Emotions - Jealousy		Keeping / staying healthy – washing hands Relationships - friendship Computer safety – online bullying		A world without judgement - democracy Our world – growing in our world Fire safety – hoax calling	
	Road safety - understand why it is important to stay safe when crossing the road • recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe		Washing hands - understand why it is important to wash our hands • explain how germs spread and how they affect our health • demonstrate correct handwashing technique • begin to identify healthy and unhealthy choices Friendships -		Democracy - understand what a democracy is • spot times when people vote or choose things together • know that people can think differently • talk about ways to make fair choices when we do not agree Growing in our world -	

St Chad's CE School Year 1 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Water spillage - explain how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • recognise the differences between being responsible and being irresponsible Jealousy - identify and name difficult feelings, such as jealousy, and describe some physical signs they may notice • know that these feelings are normal and begin to recognise helpful and unhelpful ways of showing them • learn and practise simple strategies to manage difficult feelings in positive ways • recognise that feelings can be shown through words, actions and body language	explain how to be a good friend • recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view Online bullying - understand how your online actions can affect others • identify the positives and negatives of using technology • know who and how to ask for help • recognise kind and unkind comments	understand the needs of a baby • explain what you can do for yourself now you are older • describe the common features of family life • recognise the ways in which your family is special and unique Fire safety - understand the importance of being responsible and how our actions/ choices can affect others • know what a 'hoax call' is and why it can be risky • explain why our emergency services are an important part of our community • show my knowledge of fire safety to others