



Carr Hill Community Primary School
Year 1 Curriculum Overview Cycle 1

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	Discover	Curiosity	The World and Beyond	Once Upon a Tine	Watch Me Grow	Explore
Topic	Amazing Me	Flames and Fireworks	Around the World	Houses & Homes WW2	Growing Things	Lighthouses
English						
Writing						
Key Writing Purpose	Stories with Familiar Settings Adventure Stories Labels and Captions	Traditional Tale Recount	Stories with Familiar Settings Instructions	Adventure Stories Recount	Stories set in familiar settings Report-Leaflet	Stories set in familiar settings Recount
Core Texts	<ul style="list-style-type: none"><i>I want my Hat Back</i> by Jon Klassen<i>My Hair</i> by Hannah Lee	<ul style="list-style-type: none"><i>The Three Little Pigs</i><i>Vlad and The Great Fire of London</i> by Kate Cunningham	<ul style="list-style-type: none"><i>What Made Tiddalick Laugh</i><i>Chapatti Moon</i> by Pippa Goodhart	<ul style="list-style-type: none"><i>The Lonely Beast</i> by Chris Judge<i>Beamish Visit</i>	<ul style="list-style-type: none"><i>The Bear and the Piano</i> by David Litchfield<i>Alans Big Scary Teeth</i> by Jarvis<i>Yucky Worms</i> by Vivian French	<ul style="list-style-type: none"><i>Lighthouse Keeper Lunch</i> by David Armitage<i>Clean Up</i> by Nathan Bryon<i>By The Seaside</i> by Honor Head
Poetry	Poetry Form: Acrostics		Poet Study: Jane Newberry		Critical Review: Clare Bevan	
Spelling Rule(s)	Linked to ‘Little Wandle Letters and Sounds Revised’- Year 1 Curriculum					
Reading						
Decoding	<ul style="list-style-type: none">apply phonic knowledge to decode wordsspeedily read all 40+ letters/groups for 40+ phonemesread accurately by blending taught GPC’sread common exception wordsread common suffixes (-s, -es, -ing, -ed, etc.)read multisyllable words containing taught GPCsread contractions and understanding use of apostropheread aloud phonically decodable texts					
Comprehension	<ul style="list-style-type: none">Sequencing events within a story and retelling stories to check that the text makes sense – correcting inaccurate reading.Discussing word meaning, linking new meanings to those already known.Recognise and join in with predictable phrases.Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	<ul style="list-style-type: none">Sequencing events within a story and retelling stories to check that the text makes sense – correcting inaccurate reading.Discussing word meaning, linking new meanings to those already known.Explain clearly their understanding of what is read to them through discussion and information retrieval activities.Discuss the significance of the title and events.Link what they read or hear read to their own experience	<ul style="list-style-type: none">Discussing word meaning, linking new meanings to those already known.Explain clearly their understanding of what is read to them through discussion and information retrieval activities.Recognise and join in with predictable phrases.Link what they read or hear read to their own experiences.Making inferences on the basis of what is being said or done (asking questions about the text).Discussing more complex vocabulary , linking new meanings to those already known	<ul style="list-style-type: none">Making inferences on the basis of what is being said or done (asking questions about the text).Discussing word meaning, linking new meanings to those already known.Explain clearly their understanding of what is read to them through discussion and information retrieval activities.Taking turns and listening to what others say.Discuss the significance of the title and events.Discussing more complex vocabulary, linking new meanings to those already known.Predicting what might happen on the basis of what has been read so far	<ul style="list-style-type: none">Making inferences on the basis of what is being said or done (asking questions about the text).Sequencing events within a story and retelling stories to check that the text makes sense – correcting inaccurate reading.Predicting what might happen on the basis of what has been read so far.Discussing more complex vocabulary, linking new meanings to those already known.Explain clearly their understanding of what is read to them through discussion and information retrieval activities.Linking own experiences to stories and books that have been read.	<ul style="list-style-type: none">Making inferences on the basis of what is being said or done (asking questions about the text).Discussing increasingly complex vocabulary, linking new meanings to those already known.Explain clearly their understanding of what is read to them through discussion and information retrieval activities.Appreciate rhymes and poems and to recite some from heart.
Class Teaching	3x Reading Practice session a week Small group and 1-1 reading to develop the full range of the KS1 reading curriculum.					
Mathematics						
Class Teaching	<ul style="list-style-type: none">Place ValueMeasure: Non-standard 2D Shape Addition: Whole part model	<ul style="list-style-type: none">SubtractionWeightPlace ValueTime Sequencing	<ul style="list-style-type: none">Place ValueAdditionFact familiesMultiplicationVolume and capacity3D shape	<ul style="list-style-type: none">MoneyMultiplicationDivisionFractions of shapeTime - O’clockHalf past	<ul style="list-style-type: none">Place Value to 100Place Value- MoneyRevise 2D/3D Shape and patternsAdditionSubtractionProblem SolvingAddition and Subtraction	<ul style="list-style-type: none">Shape- position and DirectionMeasure- Revise allProblem SolvingTimeFraction of QuantityMultiplicationDivision



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Science and Technologies						
Science	<p><u>Biology</u></p> <p><i>Animals, Including Humans</i></p> <ul style="list-style-type: none">Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. – Body part focus Y1Notice that animals, including humans, have offspring which grow into adults. Y2 Human Focus	<p><u>Physics</u></p> <p><i>Seasonal Change</i></p> <ul style="list-style-type: none">Observe changes across the four seasonsObserve changes across the four seasons. Y1Observe and describe weather associated with the seasons and how day length varies. Y1	<p><u>Biology</u></p> <p><i>Living Things and their Habitats</i></p> <ul style="list-style-type: none">Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.Identify and name a variety of plants and animals in their habitats, including micro-habitats. Habitat focus Y2	<p><u>Chemistry</u></p> <p><i>Everyday Materials</i></p> <ul style="list-style-type: none">Distinguish between an object and the material from which it is made. Y1Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Y1Describe the simple physical properties of a variety of everyday materials. Y1Compare and group together a variety of everyday materials on the basis of their simple physical properties. Y1	<p><u>Biology</u></p> <p><i>Living Things- Animal and Life Cycles</i></p> <ul style="list-style-type: none">Notice that animals, including humans, have offspring which grow into adults. Y2 Animal focus e.g. frog lifecycleFind out about and describe the basic needs of animals, including humans, for survival (water, food and air). Y2Identify and name a variety of plants and animals in their habitats, including micro-habitats. Micro-habitat focus (pond dipping and mini beasts) Y2	<p><u>Biology</u></p> <p><i>Animals, including Humans- Micro-Habitat focus</i></p> <p><u>MICRO HABITAT FOCUS</u></p> <ul style="list-style-type: none">Explore and compare the differences between things that are living, dead, and things that have never been alive Y2Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.Identify and name a variety of plants and animals in their habitats, including micro-habitats. Micro-habitat focus (rockpool) Y2Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Y2
Computing	<p><u>Creating Media- Digital Painting</u></p> <ul style="list-style-type: none">To describe what different freehand tools doTo use the shape tool and the line toolsTo make careful choices when painting a digital pictureTo explain why I chose the tools I usedTo use a computer on my own to paint a pictureTo compare painting a picture on a computer and on paper	<p><u>Programming A- Moving a Robot</u></p> <ul style="list-style-type: none">To explain what a given command will doTo act out a given wordTo combine forwards and backwards commands to make a sequenceTo combine four direction commands to make sequencesTo plan a simple programTo find more than one solution to a problem	<p><u>Programming B- Introduction to Animation</u></p> <ul style="list-style-type: none">To choose a command for a given purposeTo show that a series of commands can be joined togetherTo identify the effect of changing a valueTo explain that each sprite has its own instructionsTo design the parts of a projectTo use my algorithm to create a program	<p><u>Computing systems and Networks- Technology Around Us</u></p> <ul style="list-style-type: none">To identify technologyTo identify a computer and its main partsTo use a mouse in different waysTo use a keyboard to type on a computerTo use the keyboard to edit textTo create rules for using technology responsibly	<p><u>Data and Information- Grouping Data</u></p> <ul style="list-style-type: none">To label objectsTo identify that objects can be countedTo describe objects in different waysTo count objects with the same propertiesTo compare groups of objectsTo answer questions about groups of objects	<p><u>Creating Media- Digital Writing</u></p> <ul style="list-style-type: none">To use a computer to writeTo add and remove text on a computerTo identify that the look of text can be changed on a computerTo make careful choices when changing textTo explain why I used the tools that I choseTo compare typing on a computer to writing on paper
Design Technology	<p><u>Cooking and Nutrition -Making Biscuits</u></p> <ul style="list-style-type: none">Know how to peel, cut, grate, mix and mould foods (with close supervision).Sort foods into the 5 groups using The Eatwell Plate.Describe texturesWash hands & clean surfacesThink of interesting ways to decorate foodSay where some foods come from, (i.e. plant or animal)Describe differences between some food groups (i.e. sweet, vegetable etc.)Discuss how fruit and vegetables are healthyCut, peel and grate safely, with support		<p><u>Structures – Designing Chairs</u></p> <ul style="list-style-type: none">Build structures, exploring how they can be made stronger, stiffer and more stable.Begin to measure and join materials, with some support.Describe differences in materials suggest ways to make material/product stronger.		<p><u>Mechanisms -Moving pictures</u></p> <ul style="list-style-type: none">Begin to use levers or slides.	



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Humanities						
Geography	<u>Local Area Study</u> Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.		<u>The World</u> <ul style="list-style-type: none">Pupils should be taught to name and locate the world’s seven continents and five oceans.Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Pupils should be taught to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage		<u>UK Study</u> <ul style="list-style-type: none">Name and locate the four countries of the UK.Recognise the flags of the countries of the UK.Name the capital cities of the countries of the UK.Identify characteristics of the UKKnow that the UK is in the continent EuropeLocate the continent Europe on the world map.	
History	<u>The Great Fire of London</u> <u>Guy Fawkes and The Gunpowder Plot</u> <ul style="list-style-type: none">Pupils should be taught about events beyond living memory that are significant nationally or globally.Pupils should be taught about significant historical events, people and places in their own locality.<ul style="list-style-type: none"><i>The Great Fire of London</i>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.<ul style="list-style-type: none"><i>Samuel Pepys</i>		<u>House and Homes – WW2 comparison</u> <ul style="list-style-type: none">Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.to compare aspects of life in different periods.<ul style="list-style-type: none"><i>Queen Victoria</i><i>Queen Elizabeth I</i>		<u>The Seaside</u> <ul style="list-style-type: none">Pupils should be taught about significant historical events, people and places in their own locality.to compare aspects of life in different periods.Studying the life of Grace Darling	
Religious Education	<u>What is God?</u> <ul style="list-style-type: none">Children name common religious symbols.Children ask questions about the nature of God.Children identify a variety of ‘good ‘and ‘bad’ choices.	<u>Christmas Celebrations</u> <ul style="list-style-type: none">Children can describe teachings of a religion.Children take part in and describe the features of a Christingle service.Children name common religious symbols.Children can explain how actions affect others.Children can show an understanding of the term morals. <u>The Parables</u> <ul style="list-style-type: none">Children need to be able to understand what a parable is and how this differs from a story.Children need to understand the link with Christianity.Children need to be able to recall parts of the parables they hear.Children need to be able to discuss their understanding of the moral behind the story.	<u>Jesus’ Childhood Baptism</u> <ul style="list-style-type: none">Children can describe the childhood of Jesus.Children describe the features of baptism.Children can recognise, name and describe religious artefacts, places and practices involved in a baptism.Children can identify the things that are important in their own lives and compare these to religious beliefs.Children can relate emotions to the experiences of Jesus during his baptism	<u>The Friends of Jesus</u> <ul style="list-style-type: none">Children can describe Jesus’s friendship with the disciples.Children can describe the Easter Story.Children can explain how actions of the disciples affected Jesus.	<u>Holy places – Church</u> <ul style="list-style-type: none">Children can describe some ways in which Christians worship.Children can locate and describe the features of a Christian church. Children can recognise, name and describe religious artefacts, places and practices involved in worship.Children can identify why some Christians worship, linked to their emotions.Children ask or respond to questions about puzzling aspects of life regarding worship and the importance of religious to others.	<u>Holy Places – Synagogue</u> <ul style="list-style-type: none">Children can describe some ways in which Jewish people worship.Children can locate and describe the features of a Jewish synagogueChildren can recognise, name and describe religious artefacts, places and practices involved in worship.Children can relate emotions to some of the experiences of rabbis.Children ask or respond to questions about puzzling aspects of life regarding worship and the importance of religious to others.
PSHE	<u>VIP</u> <ul style="list-style-type: none">identify who the special people in their lives are and explain why they are important to them;explain why having a family network is important;know what makes someone a good friend and demonstrate these qualities;put positive resolution techniques into practice;cooperate with others to complete a task;• identify several ways to show others they care and understand the importance of doing this.	<u>Think Positive</u> <ul style="list-style-type: none">recognise and describe positive thoughts and negative thoughts.think about and discuss the consequences of decisions they make and their actions.set goals for themselves and think about how they might achieve them.recognise triggers for certain emotions.describe ways to show or give thanks for what we have.• describe what being mindful is	<u>One World</u> <ul style="list-style-type: none">describe how family life in different countries can be the same as and different from their own;think about what children might do in homes around the world;describe what it is like to go to school in different countries and identify similarities to and differences from theirs;think about how the environment affects people’s daily life;discuss the environmental problems of the overuse and misuse of natural resources;	<u>Safety First</u> <ul style="list-style-type: none">Identify ways to stay safe in the home.identify a range of dangers outside.explain the basics of the Green Cross Code.explain why we shouldn’t take anyone else’s medicine.explain what to do if they feel unsafe online.explain the difference between safe secrets, unsafe secrets and surprises.• identify their personal ‘trusted adults’.	<u>Growing Up</u> <ul style="list-style-type: none">explain what the male and female reproductive body parts are for;discuss ways in which people can deal with or overcome emotions experienced during puberty;show respect for the differences between different families;describe the different types of relationship that exist, without prejudice;show an awareness of myths surrounding pregnancy and birth;describe the conception and birth of a baby, using some scientific vocabulary	<u>VIP</u> <ul style="list-style-type: none">identify who the special people in their lives are and explain why they are important to them;explain why having a family network is important;know what makes someone a good friend and demonstrate these qualities;put positive resolution techniques into practice;cooperate with others to complete a task;• identify several ways to show others that they care and understand the importance of doing this.



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Arts						
Art & Design	<u>Drawing</u> Artist: Molly Haslund & Louise Bourgeois <ul style="list-style-type: none">se a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.Use a sketchbook to gather and collect artwork.Begin to explore the use of line, shape and colour		<u>Architecture/ 3D Form</u> Artist- Hundertwasser <ul style="list-style-type: none">Explore sculpture with a range of malleable media, especially clay.Experiment with, construct and join recycled, natural and man-made materials.Explore shape and form		<u>Printing</u> Artist Lynn Flavell & Molly Mohon <ul style="list-style-type: none">Make marks in print with a variety of objects, including natural and made objects.Carry out different printing techniques e.g. monoprint, block, relief and resist printing.Make rubbings.Build a repeating pattern and recognise pattern in the environment.	
Music	Charanga Musical School Scheme of Work					
	<u>Hey You</u>	<u>Rhythm In The Way We Walk and Banana Rap</u>	<u>In the Groove</u>	<u>Round and Round</u>	<u>Your imagination</u>	<u>Reflect, Rewind and Replay</u>
PE	Games Throwing and Catching <ul style="list-style-type: none">Pupils move into different positions before throwing a beanbag/ball.Pupils throw with a suitable technique.Pupils move to try to intercept a beanbag/ball.Pupils make simple decisions about where to throw/aim.Pupils make it difficult for their opponent.Pupils describe what they have done or seen others doing. Multiskills	Games Ball skills and games <ul style="list-style-type: none">Pupils move into different positions before throwing a beanbag/ball.Pupils throw with a suitable technique.Pupils move to try to intercept a beanbag/ball.Pupils make simple decisions about where to throw/aim.Pupils make it difficult for their opponent.Pupils describe what they have done or seen others doing. Gymnastics -Core Task 1 <ul style="list-style-type: none">Pupils show basic control and coordination when travelling and when still.Pupils chose and link ‘like’ actions, e.g. three different jumps.Pupils remember and repeat these actions accurately and consistently.Pupils show a clear start and finish to a movement phrase.Pupils find and use space safely.Pupils describe what they do in their movement phrase.	Games Developing partner work <ul style="list-style-type: none">Pupils move into different positions before throwing a beanbag/ball.Pupils throw with a suitable technique.Pupils move to try to intercept a beanbag/ball.Pupils make simple decisions about where to throw/aim.Pupils make it difficult for their opponent.Pupils describe what they have done or seen others doing. Gymnastics- Core Task 2 <ul style="list-style-type: none">Pupils show basic control and coordination when travelling and when still.Pupils chose and link ‘like’ actions, e.g. three different jumps.Pupils remember and repeat these actions accurately and consistently.Pupils show a clear start and finish to a movement phrase.Pupils find and use space safely.Pupils describe what they do in their movement phrase.	Games Net and Wall -Core Task 1 or 2 <ul style="list-style-type: none">Pupils move into different positions before throwing a beanbag/ball.Pupils throw with a suitable technique.Pupils move to try to intercept a beanbag/ball.Pupils make simple decisions about where to throw/aim.Pupils make it difficult for their opponent.Pupils describe what they have done or seen others doing. Dance -Core Task 1 <ul style="list-style-type: none">Pupils can understand level, speed and direction.Pupils move expressively and confidently.Pupils show good body control.Pupils use space well.Pupils remember, repeat and link movement phrases.Pupils create sequences with a clear start and end.	Athletics -Athletics Core Task 1, 2 and 3 Running <ul style="list-style-type: none">Pupils look up whilst running.Pupils demonstrate good running technique.Pupils run at different speeds.pupils change direction whilst running.Pupils observe and comment on others’ performance.Pupils say what they have done well and what they need to improve on. Striking and Fielding -Core Task 3 <ul style="list-style-type: none">Pupils move into different positions before throwing a beanbag/ball.Pupils throw with a suitable technique.Pupils move to try to intercept a beanbag/ball.Pupils make simple decisions about where to throw/aim.Pupils make it difficult for their opponent.Pupils describe what they have done or seen others doing.	Athletics -Athletics Core Task 1, 2 and 3 Jumping <ul style="list-style-type: none">Pupils demonstrate control in the take off.Pupils demonstrate control when landing.Pupils choose an appropriate jumping action for distance.Pupils can demonstrate all of the basic jumps, e.g. 2 to 2 feet, 2 to one foot, 1 to 1 foot Throwing <ul style="list-style-type: none">Pupils use underarm throws accurately.Pupils use overarm throws accurately.Pupils choose an appropriate throwing action for the distance.Pupils choose an appropriate throwing action for the equipment.Pupils observe and comment on others’ performance.Pupils say what they have done well and what they need to improve. OAA core Tasks 1 and 2 <ul style="list-style-type: none">Pupils listen to and follow instructions.Pupils can follow a trail.Pupils can work with friends to plan how to solve a problem.Pupils can help each other.Pupils can suggest ways to improve plans and strategies.Pupils can say what they have done well and what they need to improve.
Curriculum Enhancements- Cultural Capital						
Culture Capital – Educational Visits	National Trust- Gibside	Church – Christingle Service	Kirkley Zoo	Beamish Museum	Forest School – Mini beast Hunt / Pond Dipping	Souter Lighthouse and Rock Pooling