



Carr Hill Community Primary School
Year 1 Curriculum Overview Cycle 2

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	Discover	Curiosity	The World and Beyond	Once Upon a Time	Watch Me Grow	Summer of Sport
Topic	Terrific Toys	Winter Wonderland	A Village in Africa	Castles & Turrets	Plants	Active Me
English						
Writing						
Key Writing Purpose	Stories with Familiar Settings Character Description Instructions	Character Description Non-Chronological Report	Stories from a different culture Chronological Report -Biography	Fantasy Stories Letter Writing Recount	Traditional Fairy Tales Explanation	Stories with Familiar Settings Non- Chronological Report
Core Texts	<ul style="list-style-type: none">• <i>Dogger by Shirley Hughes</i>• <i>Traction Man by Mini Grey</i>• <i>Billy the Beast by Nadia Shireen</i>	<ul style="list-style-type: none">• <i>Lost and Found by Oliver Jeffers</i>• <i>Penguins by Froglet Learners</i>And/or• <i>Polar Bears by Laura Marsh</i>• <i>The Polar Bear by Jenni Desmond</i>	<ul style="list-style-type: none">• <i>Handa’s Hen by Eileen Browne</i>• <i>Rosa Parks by Lisbeth Kasier</i>	<ul style="list-style-type: none">• <i>George and the Dragon by Chris Wormell</i>• <i>The Dragon Post by Emma Yarlett</i>• <i>Our Visit to Newcastle Keep</i>	<ul style="list-style-type: none">• <i>The Little Red Hen by Ronne Randall</i>• <i>Grow your own potatoes by Helen Lanz</i>	<ul style="list-style-type: none">• <i>Grandad’s Island – Benji Davis</i>• <i>Katie in London by James Mayhew</i>
Poetry	Poetry Form: List Poems		Poet Study: Marilyn Singer		Critical Review/Close Study: Someone by Walter De La Mare	
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 words• speedily read all 40+ letters/groups for 40+ phonemes• read accurately by blending taught GPC’s• read common exception words <ul style="list-style-type: none">• read common suffixes (-s, -es, -ing, -ed, etc.)• read multisyllable words containing taught GPCs• read contractions and understanding use of apostrophe• read 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 Value• Measure: Non-standard 2D Shape Addition: Whole part model	<ul style="list-style-type: none">• Subtraction• Weight• Place Value• Time Sequencing	<ul style="list-style-type: none">• Place Value• Addition• Fact families• Multiplication• Volume and capacity• 3D shape	<ul style="list-style-type: none">• Money• Multiplication• Division• Fractions of shape• Time - O’clock• Half past	<ul style="list-style-type: none">• Place Value to 100• Place Value- Money• Revise 2D/3D Shape and patterns• Addition• Subtraction• Problem Solving• Addition and Subtraction	<ul style="list-style-type: none">• Shape- position and Direction• Measure- Revise all• Problem Solving• Time• Fraction of Quantity• Multiplication• Division



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Science and Technologies						
Science	<p><u>Chemistry</u></p> <p>Everyday Materials and Uses of Everyday Materials</p> <ul style="list-style-type: none">• Distinguish between an object and the material from which it is made. Y1• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Y1• Describe the simple physical properties of a variety of everyday materials. Y1• Compare and group together a variety of everyday materials on the basis of their simple physical properties. Y1• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Y2	<p><u>Biology</u></p> <p>Animals including humans</p> <ul style="list-style-type: none">• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Y1• Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Y1• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Y1	<p><u>Biology</u></p> <p>Living Things and their Habitats</p> <ul style="list-style-type: none">• Describe 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• 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. Y2	<p><u>Chemistry</u></p> <p>Uses of Everyday Materials</p> <ul style="list-style-type: none">• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Y2• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Y2	<p><u>Biology</u></p> <p>Plants</p> <ul style="list-style-type: none">• Observe and describe how seeds and bulbs grow into mature plants. Y2• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Y2	<p><u>Biology</u></p> <p>Animals, including Humans</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. Y1 - Senses focus• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.Y2
Computing	<p><u>Creating Media- Digital Painting</u></p> <ul style="list-style-type: none">• To describe what different freehand tools do• To use the shape tool and the line tools• To make careful choices when painting a digital picture• To explain why I chose the tools I used• To use a computer on my own to paint a picture• To 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 do• To act out a given word• To combine forwards and backwards commands to make a sequence• To combine four direction commands to make sequences• To plan a simple program• To 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 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	<p><u>Computing systems and Networks- Technology Around Us</u></p> <ul style="list-style-type: none">• To identify technology• To identify a computer and its main parts• To use a mouse in different ways• To use a keyboard to type on a computer• To use the keyboard to edit text• To create rules for using technology responsibly	<p><u>Data and Information- Grouping Data</u></p> <ul style="list-style-type: none">• To label objects• To identify that objects can be counted• To describe objects in different ways• To count objects with the same properties• To compare groups of objects• To 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 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
Design Technology	<p><u>Textiles- Making a Puppet</u></p> <ul style="list-style-type: none">• measure, cut and join textiles to make a product, with some support.• choose suitable textiles.		<p><u>Mechanisms-Wheels and Axles</u></p> <ul style="list-style-type: none">• Begin to use wheels and axels		<p><u>Cooking and Nutrition- Fruit Kebabs</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 textures• Wash hands & clean surfaces• Think of interesting ways to decorate food• Say 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 healthy• Cut, peel and grate safely, with support	



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Humanities						
Geography	<u>Exploring Polar Lands</u> <ul style="list-style-type: none">Pupils should be taught how to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.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>Kenya</u> <ul style="list-style-type: none">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, and of a small area in a contrasting non-European country.Pupils should be taught to recognise landmarks and basic human and physical features		<u>Our Local Area</u> <ul style="list-style-type: none">Pupils should be taught to use basic geographical vocabulary to refer to:<ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.Pupils should be taught to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a mapPupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a keyUse simple compass directions and locational and directional language to describe the location of features and routes on a mapuse simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	
History	<u>Terrific Toys</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. Some should be used to compare aspects of life in different periods.<ul style="list-style-type: none">Queen VictoriaQueen Elizabeth		<u>Castles and Turrets</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. Some should be used to compare aspects of life in different periods.<ul style="list-style-type: none">King William the Conqueror		<u>Significant People in History</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. Some should be used to compare aspects of life in different periods.<ul style="list-style-type: none">Florence NightingaleMary Seacole	
Religious Education	Christianity Jesus’ teachings Is it possible to be kind to everyone all the time?	Christianity Jesus – a gift from God Why do Christians believe God gave Jesus to the world?	Judaism Passover How important is it for Jewish people to do what God asks them to do?	Christianity Easter – resurrection How important is it to Christians that Jesus came back to life?	Judaism The Covenant How special is the relationship Jewish people have with God?	Judaism Rites of Passage and Good works What is the best way for a Jew to show commitment to God?
PSHE	<u>Be Yourself</u> <ul style="list-style-type: none">Identify their own special traits and qualities;Identify and name common feelings;Select times amd situations which make them feel happy;Explain how change and loss make them feel;Understand the importance of shring thoughts and feelings;	<u>TEAM</u> <ul style="list-style-type: none">talk about the different teams they belong to;describe how we can listen to others;list some ways we can show kindness to others;discuss examples of friendly joking, teasing and bullying behaviours;identify helpful and not-so-helpful thoughts;talk about different choices we can make within our team.	<u>Diverse Britain</u> <ul style="list-style-type: none">identify groups and communities that they belong to;explain how to be a good neighbour;pick out things that harm and things that help a neighbourhood;describe what it is like to live in Britain;identify similarities and differences between British people;talk about what makes them feel proud of being British.	<u>Aiming High</u> <ul style="list-style-type: none">discuss their star qualities;identify what a positive learning attitude is;talk about jobs they can do when they grow up;discuss what skills and interests are needed for different jobs;talk about hopes they have for the future;discuss what they are looking forward to about next year.	<u>It’s My Body</u> <ul style="list-style-type: none">explain how much sleep they need;discuss why exercise is good for them;understand they can choose what happens to their bodies;list healthy snacks;know to ask a trusted adult if uncertain about whether something is safe to eat or drink;demonstrate hygienic ways to look after their bodies.	<u>Money Matters</u> <ul style="list-style-type: none">discuss things they can buy in the shops.talk about different sources that money can come from.identify things they want.identify things they need.talk about ways we can keep track of what we spend.discuss ways they can keep money safe.discuss some methods of payment.



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Arts						
Art & Design	<u>3D Form</u> Artist: Nick Biddy, Eduoardo, Martinet and Hoang Tien Quyet To manipulate clay in a variety of ways, e.g., rolling, kneading, and shaping, cut, bend, fold, and stick. To explore sculpture with a range of malleable media, especially clay, i.e., Modify the texture of play dough using a range of objects. To experiment with, construct and join recycled, natural, and man-made materials. To explore shape and form in assembly and construction this can be used to produce an object or be abstract. To make an assemblage from found or natural materials on a large/small scale.		<u>Painting</u> Artist- Paul Klee To select from a range of brushes (thick, thin, flat, and round) to suit a given task. To apply paint in a range of strokes, dots, lines, and washes. To mix secondary colours in a range of tones - using red, blue, yellow, and white. To mix paint to match a given colour sample. To vary the thickness of paint to match the task – thin paint for washes, thick for painting a box sculpture		<u>Collage</u> Artist: Erin Anfinson and Jan Van Kesse To engage in opportunities to increase awareness of colour, pattern, shape, and texture by combining collage and textile materials in different ways. To experiment with combinations of materials. Use scissors accurately to cut out shapes for attaching. To attach paper in a variety of different ways. Combine materials into a mixed media image	
	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	Animal Experience	Castle Keep	Saltwell Park	Beach Visit