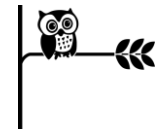


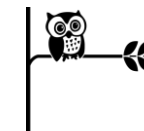
Curriculum Overview 2017 – 2018

Year Group: 1

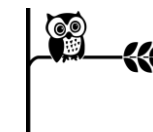
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Me, Myself and I	Celebrate Good Times!	Home is Where the Heart is.	Matchstick Men and Matchstick Cats and Dogs	What a Wonderful World	To Infinity and Beyond
English	Fiction- Stories with predictable and patterned language Non-Fiction – Labels, list and captions Poetry – Using senses	Fiction – Stories from an range of cultures Non-Fiction – Instructions, information texts and recounts Poetry – Pattern and rhyme	Fiction – Stories with familiar settings Non-Fiction - Instructions Poetry – N/A	Fiction – Traditional and fairy tales Non-Fiction -Recounts Poetry –N/A	Fiction - Stories with familiar settings Non-Fiction – Information texts Poetry – Poems on a theme	Fiction – Stories about fantasy worlds Non-Fiction – Instructions and information texts Poetry N/A
GPS	<p>G&amp;P</p> <p>Using full stops and capital letters to demarcate sentences.</p> <p>Use capital letters for proper names</p> <p>Using 'and' to join sentences</p> <p>Using a question mark at the end of a sentence to indicate a question</p> <p>Using an exclamation mark at the end of a sentence to indicate an exclamation</p> <p>Spelling- See No Nonsense Spelling list</p>					
Maths	<p><b>Number: Place Value</b></p> <p>Count to <b>ten</b>, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to <b>10</b> in numerals and words.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (<b>fewer</b>), most, least.</p> <p><b>Number: Addition and Subtraction</b></p> <p>Represent and use number bonds and related subtraction facts <b>within 10</b></p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one digit numbers <b>to 10</b>, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p><b>Geometry: Shape</b></p> <p>Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</p> <p>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p> <p><b>Number: Place Value</b></p> <p>Count to <b>twenty</b>, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to <b>20</b> in numerals and words.</p>		<p><b>Number: Addition and Subtraction</b></p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p> <p><b>Place Value</b></p> <p>Count to <b>50</b> forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to <b>50</b> in numerals.</p> <p>Given a number, identify one more or one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (<b>fewer</b>), most, least.</p> <p><b>Count in multiples of twos, fives</b> and tens.</p> <p><b>Measurement: Length and Height</b></p> <p>Measure and begin to record lengths and heights.</p> <p><b>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</b></p> <p><b>Measurement: Weight and Volume</b></p>		<p><b>Number: Multiplication and Division</b></p> <p>Count in multiples of twos, fives and tens.</p> <p>Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b>Number - Fractions</b></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><b>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</b></p> <p><b>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</b></p> <p><b>Geometry: position and direction</b></p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns</p> <p><b>Number: Place Value</b></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more and one less.</p>	



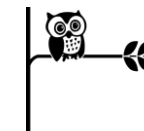
	Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.		Measure and begin to record mass/weight, capacity and volume. <b>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</b>		Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. <b>Measurement: Money</b> Recognise and know the value of different denominations of coins and notes. <b>Measurement: Time</b> Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)	
<b>History</b>	N/A	Our History To develop an awareness of the past, using common words and phrases relating to the passing of time. To know where the people and events they study fit within a chronological framework – introduction to a timeline.  To understand some of the ways in which we find out about the past and identify different ways in which it is represented – picture sort – the past and present.  To identify similarities and differences between ways of life in different periods – compare toys and technology now and in the past – make a Victorian toy.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Remembrance day.	N/A	Lowry  To know about the lives of significant individuals in the past who have contributed to national and international achievements.  To know about significant historical people and places in their own locality – Finding out about the life of L.S. Lowry.	N/A	Neil Armstrong  To know about the lives of significant individuals in the past who have contributed to national and international achievements – Finding out about the life of Neil Armstrong.  To know about significant historical events – the moon landing.
<b>Geography</b>	Our Geography	N/A	Our City In Comparison To The Countryside	N/A	Continents And Oceans	Comparing And Contrasting Locality



	<p>To use 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– labelling a map of the school, finding the school on a local street map and introducing a key, bar chart of methods of transport to come to school, walk around Chorlton to identify features.</p>		<p>To use world maps, atlases and globes to identify the United Kingdom and its countries - identify and label the countries on a map of the UK.</p> <p>To use basic geographical vocabulary to refer to key physical features and key human features - feature sort.</p>		<p>To name and locate the world’s seven continents and five oceans – locating them on a world map.</p> <p>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 - Identifying characteristics of the polar regions – and identifying countries which fall in the northern/southern hemisphere and on the equator.</p> <p>To use world maps, atlases and globes to identify countries, continents and oceans.</p>	<p>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 – comparing The Orkney Islands and Cape Verde.</p>
<b>Science</b>	<p><b>The Human Body and the Senses</b> To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Seasonal Change</b> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Animals</b> To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p><b>Seasonal Change</b> To observe changes across the four seasons.</p>	<p><b>Materials</b> To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p><b>Seasonal Change</b> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Materials</b> To describe the simple physical properties of a variety of everyday materials</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Seasonal Change</b> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Plants</b> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Seasonal Change</b> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Plants</b> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Seasonal Change</b> To observe changes across the four seasons. To observe and describe weather associated with the seasons and how day length varies.</p>



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<b>Computing</b>	<p><b>Basic Skills</b> To develop a range of generic IT skills, including; mouse control, using a keyboard, printing, editing text, editing images, saving, using save as and just save function, opening documents, logging on/off and shutting down, ipad control and use.</p> <p>Introduction to E-Safety</p>	<p><b>Technology in Our Lives</b> To understand how technology is used in everyday life.</p> <p><b>Paint Packages</b> To use a range of paint tools to create an image. Celebration images.</p>	<p><b>E-Books</b> To use a camera to take photographs.</p> <p>To upload an image onto a computer.</p> <p>To edit either an image they have taken or a pre saved image (use the basic editing tools for Yr 1 e.g. crop rotate, brightness, resize, colour).</p> <p>To create a publication.</p>	<p><b>E-Safety and using the internet</b> To understand how to be safe whilst using the internet. Simple searches on google. Use 'Think you know' website and Hector's World. (Keeping passwords and personal information private – what to do if something makes you feel uncomfortable, understanding the reliability of what is on the internet.)</p>	<p><b>Coding</b> To use algorithms.</p> <p>To develop computational and logical thinking.</p> <p>To use logical reasoning to predict, create and debug programs.</p> <p>Using the Beebots, Scratch Junior and Kodable app on I-Pads.</p>	<p><b>Data Handling</b> To create simple pictograms.</p> <p>To create a simple bar chart.</p> <p>To interpret bar charts and pictograms.</p> <p>Top Marks and 2 count and 2 graph programs.</p>
<b>Art</b>	<p><b>Self Portraits</b> To use drawing, to develop and share their ideas, experiences and imagination – Self Portraits</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. – Colour mixing.</p> <p>To know about the work of a range of artists - Arcimboldo</p>	N/A	N/A	<p><b>Lowry</b> To know about the work of a range of artists – Lowry.</p> <p>To use drawing, to develop and share their ideas, experiences and imagination – Drawing in the style of Lowry.</p> <p>To use a range of materials creatively to design and make products – Lowry miniature canvas.</p>	<p><b>Henri Rousseau</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space – Creating a jungle scene in the style of HR.</p> <p>To know about the work of a range of artists – Henri Rousseau.</p> <p>To know the differences and similarities between different practices and disciplines, and making links to their own work. – Comparing Lowry and Henri Rousseau.</p>	N/A
<b>DT</b>	N/A	<p><b>Making Puppets</b> To explore and evaluate a range of existing products – puppets.</p> <p>To design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p><b>Building Dens</b> To generate and communicate their ideas through drawing.</p> <p>To build structures, exploring how they can be made stronger, stiffer and more stable – making a den.</p>	N/A	N/A	<p><b>Moon Buggies</b> To explore and evaluate a range of existing products-cars and moon buggy.</p> <p>To generate and communicate their ideas through drawing.</p>



		To generate and communicate their ideas through drawing.  To select from and use a range of tools and equipment	To select from and use a wide range of materials and components, including construction materials, textiles and ingredients,			To explore and use mechanisms [for example wheels and axles], in their products.  To select from and use a range of tools and equipment
<b>Music/Drama</b>	Body Percussion  To use their voices expressively and creatively by singing songs and speaking chants and rhymes.  To explore pulse and rhythm.	Carnival of the Animals  To experiment with, create, select and combine sounds using the inter-related dimensions of music.  To explore timbre and form. Compose 'animal portraits'	Exploring Timbre  To play tuned and untuned instruments musically.  Exploring and comparing metal sounds and wooden sounds.	Industrial Manchester  To experiment with, create, select and combine sounds using the inter-related dimensions of music.  Creating a soundscape. (Pitch form and timbre.)	Music From Around the World  To play tuned and untuned instruments musically.  African drumming Samba.	Space Music  To listen with concentration and understanding to a range of high-quality live and recorded music.  Listen to various pieces – Space Oddity and Sprach.
<b>RE</b>	Belonging to a faith	Christmas Special sacred times	Easter Special sacred times	Who is a Christian	Church Sacred places	Sikh temple and Hindu temple Sacred places
<b>PE</b>	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.  Gym – Basic floor work.  Games- Basic movement without a ball.	Gym – Linking basic movement together. Gradually introducing different equipment and exploring how they can be used.  Games - Movement with a ball.	Dance - Perform dances using simple movement patterns.  Gym - making a sequence of movements.  Games - Relay races.	Dance - English country dancing.  Gym – Balance and levels.	Games - Participate in team games, developing simple tactics for attacking and defending.  Dance – Dance from around the world.  Gym - using large apparatus.	Games – Athletics.  Gym - speed and direction
<b>PSHE</b>	New Beginnings	Getting on and Falling Out	Going for Goals	It's Good To Be Me	Relationships	Changes/SRE

