Berkswell Church of England Primary School Curriculum Overview
Year 1 Autumn Term – We're Going on a Journey

English

Autumn Term 1: Author Study - Julia Donaldson

T4W Narrative (Journey Story) - The Snail and the Whale

Focus: Character and Setting

Writing End Points for Unit of Work:

Composition:

Text Structure:

- To compose a sentence orally before writing, including noun and adjective.
- To discuss what they have written with the teacher or other children.

Autumn Term 2: Reading and Writing for Information

T4W Information – Vehicles

Writing End Points for Unit of Work:

Composition:

Text Structure:

- To understand and use the main features of a non-fiction text.
- To compose a sentence orally before writing
- To discuss what they have written with the teacher or other children.

BREAK

A Range of Stories by Julia Donaldson

VIPERS skills: Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise

Handwriting:

- Sit correctly at table, holding pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0 -9
- Understand which letters belong to which handwriting 'families' and practise these.

Punctuation:

- To separate words with even spaces consistently.
- To begin to use full stops and capital letters correctly.
- To begin to use question marks

Sentence Construction:

- To know how words can combine to make a sentence
- To write sentences that make sense
- To sequence sentences to form short compositions, using some adjectives.

Grammar

- To understand and use the term 'adjective' and use to describe a noun.

The following will be taught and consolidated throughout the year:

Phonics and Spelling:

- To sound and blend unfamiliar words using the phonic knowledge and rules that have already been learnt.
- Identify key subject related vocabulary
- Name the letter of the alphabet
- Name in order
- Use letter names to distinguish between alternative spellings of same sound
- Read common exception words
- Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far
- Words with the digraphs 'ai' and 'oi
- Words with the digraphs 'ay' and 'oy'
- Words where the digraph 'ea' make an /ee/ sound.
- Words where the digraph 'ea' makes an /e/ sound
- Words with the digraphs 'ir' and 'ur'
- Words with the digraph 'ce'
- Words where the grapheme 'o' makes an /u/ sound
- Words where the digraphs 'oa' and 'oe' make an /oa/ sound
- Words where the digraph 'ou' makes an /ow/ sound
- Words where the digraph 'ow' makes an /ow/ or /oa/ sound
- Words ending in 'y' /ee/ and 've' /v/
- Words with the digraphs 'ue' and 'ew'
- Words where the digraph 'ie' makes an /igh/ sound.
- Words where 'ie' makes an /ee/ sound.
- Words where the digraphs 'aw' and 'au' make an /or/sound
- Words with the trigraphs 'air' and 'ear'
- Words with the digraphs 'ph' and 'wh'
- Words with the digraph 'ed' makes a /t/ or /d/ sound.
- Words where the digraph 'ey' makes an /ai/ sound.
- Words with the split digraph 'a_e'
- Words with the split digraph 'e_e'
- Words with the split digraph 'i_e'
- Words with the split digraph 'o_e'
- Words with the split digraph 'u_e'

Maths

Number and place value

- Count forwards to 20.
- Count backwards from 20.
- Count objects accurately to 20.
- Recognise numerals to 20.
- Match numerals to quantities.
- Find one more within 10/
- Find one less within 10.
- Compare quantities using more and fewer.
- Use the language equal to, more than and less than.
- Read and write numbers 0–10 in numerals.
- Read and write numbers 0-10 in words.

Mastering Number – NCETM

- Subitise within 5, including when using a rekenrek, and re-cap the composition of 5.
- Develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure.
- Compare numbers within 10 and use precise mathematical language when doing so.
- Re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number.
- Explore the structure of even numbers (including that even numbers can be composed by doubling any number and can be composed of 2s).
- Explore the structure of the odd numbers as being composed of 2s and 1 more
- Explore the composition of each of the numbers 6, 8, and 10

Explore number tracks and number lines and identify the differences between them.

Addition and subtraction

- Understand the meaning of addition.
- Understand the meaning of subtraction.
- Use practical resources to combine groups.
- Use practical resources to find the difference.
- Recognise +, − and = symbols.
- Add one-digit numbers within 10.
- Subtract one-digit numbers within 10.

Multiplication and division

- Sort objects into equal and unequal groups.
- Make equal groups.
- Share objects equally.
- Understand the concept of doubling.
- Double numbers to 10.

Fractions

- Recognise one-half of shapes.
- Identify equal and unequal parts.
  Understand that equal parts must be the same size.

Measures

- Compare lengths.
- Compare heights.
- Compare weights.
- Compare capacities.
- Use vocabulary such as long, short, tall, heavy, light, full and empty.
- Recognise and name common coins.
- Sequence daily events in chronological order using language e.g. before and after/ first, next and last/ morning, afternoon and evening.
  Discuss yesterday, today and tomorrow.

Geometry

- Recognise common 2D shapes.
- Name circles, triangles, squares and rectangles.
- Identify shapes in everyday environments.
- Follow simple directions.
- Use positional language such as above, below and beside.
- Move objects according to instructions.
- Create simple repeating patterns with objects.

Statistics (Taught throughout the curriculum)

- Sort objects into groups.
- Identify same and different.
- Compare groups by quantity.

Science

Unit 1: Our Environment
This unit is taught across the whole year with a minimum of two lessons in each season. Pupils study the same natural area during the course of the year, looking at how the area as a whole changes and at how individual aspects such as a single tree change during the different seasons. They use their senses to observe the area and find common animals and plants within the area. They learn how to show respect for the area and for the living things in it.

Key Concepts
1. The environment changes with the seasons.
2. Some animals and plants die off or hibernate for part of the year

Working Scientifically
This unit supports the following elements in particular:
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Unit 2 The Animal Kingdom
In this unit pupils describe the external parts of the human body and learn the basic needs of human beings. They look at a range of familiar and unfamiliar British animals and establish some basic ideas about what constitutes an animal. They learn that animals belong to one of six main groups: birds, fish, amphibians, reptiles, mammals and invertebrates and that each class has different characteristics and sometimes different body parts. They learn the names of some common British animals and research one animal in more detail.

Key Concepts
1. Animals can be classified and grouped by their characteristics
2. There are some basic classes of animals: mammals, birds, fish, amphibians, reptiles and invertebrates
3. Animals look different, live in different places and eat different things

Working Scientifically

Computing

Being safe in a digital world
Children will learn the fundamentals of staying safe online. They will explore this through the themes of self-image and identity, online relationships, online reputation and online bullying.

Introduction to Purple Mash
This unit introduces Purple Mash to children and the essential basic knowledge and skills required for the Year 1 units. Through a range of activities, children will learn about 2Dos, saving work and navigating to key areas.

Creative Computing
This unit gives children the opportunity to develop their mouse, keyboard and basic computing skills using creative tools. Children will use the 2DIY tools to paint, create jigsaws and make simple drag and drop games.

Data Explorers
This unit introduces children to using software tools to group and sort recognisable objects. Children will develop their understanding of how this relates to organising and interpreting data. By the end of the unit, children have the opportunity to collect simple data and present it in a pictogram.

Geography

It's a Small World
Pupils begin by looking at The United Kingdom. They learn about the 4 different countries that make up The United Kingdom and go on a virtual journey around these countries to learn about key characteristics of each country. Pupils then use atlases to identify and name the 7 continents of the world. They will identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and explore different human and physical geographical landmarks around the world.

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying
- using their observations and ideas to suggest answers to questions

History

Travel and Transport

Pupils will learn about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. It also looks at the significant individuals George Stephenson and the Wright brothers.

Music

Hey You

Hey You! is written in an Old-School Hip Hop style for pupils to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.
As well as learning to sing, play, improvise and compose with this song, pupils will listen and appraise other Old-School Hip Hop tunes.

Rythmn in the Way We Walk and Banana Rap

This unit is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Pupils will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.

Religious Education

K1.1 How might your worldview be seen the choice you make?

In this unit pupils are introduced to the idea that there are a variety of different worldviews. They explore how people live well together and look at how different worldviews may impact the way that people live together. They particularly focus on the Sikh Worldview and learn about the importance of Sewa. Pupils then focus on how a person's worldview can influence what a person wears and how they choose to live their life.

Christianity: Incarnation

Why does Christmas matter to Christians?

In this unit pupils will be taught about Christmas. They will be told the story of Jesus' birth and understand why Jesus is important for Christians. They will recognise that stories of Jesus' life come from the Gospels and be able to give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Art

Animals on the Move

Pupils will begin with the stimulus of animals and look at their movement. Using videos they will sketch different animals on the move. They will then look at the artist Steven Brown and investigate the way he portrays different animals and focus on his use of pattern and colour. They will finish by creating a sculpture of an animal on the move in the style of Steven Brown.

Physical Education

Ball Skills and Games

- Catch/receive a ball safely.
- Pass a ball with some control
- Introducing footwork e.g. stopping and freezing in adapted games, landing on spots with two feet
- Move into a space in a game, looking to throw/pass the ball to someone in a space
- Follow an opponent in a game/adapted game

Design and Technology

Vehicles- Wheels and Axles

Pupils will investigate a variety of different vehicles before designing, making and evaluating their own vehicle. They will learn all about wheels, axles and chassis and how they are combined to make the framework of the vehicle.

French

Pupils will be introduced to basic French phrases and key vocabulary through the use of songs and games.

- Scoring in a variety of ways- into hoops, goals or targets
- Begin to develop tactics for attacking and defending.

Multi-skills

Balance equipment on their head with some control.
Balance on equipment with some control.
Change direction and position of their body quickly with some control.
Move with equipment with balance and control.
Change direction and position of their body when running.

Gymnastics

Perform a space shape with a strong body and control.
Perform a jump with control and a strong body.
Preform a Moon Rock and a Moon roll with control with a strong body.
Perform two rolls with a strong body and control.
Perform a bunny hop.
Perform a sequence with control and a strong body.

PSD- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The pupils will cover two themes (puzzles) this term:

Being Me In My World:

This covers a wide range of topics including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference:

This focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference' and explore the concept of 'normal'. There is a big focus on bullying, learning what it is and what it isn't and developing strategies for dealing with it effectively.

