

Clockhouse Primary School
Year 1 Curriculum Overview



TERM	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
THEME	Woodland Life		London Life		Seaside Life	
QUESTION / SCENARIO	<i>Why do elephants not live in the woods?</i>		<i>Does all of the UK look the same?</i>		<i>Why do people go on holiday to the seaside?</i>	
STUNNING STARTER	Nature Trail		Creating a range of objects linked to London for the Corridor. post box, taxi, landmarks		Create a mini beach in the quad sensory activity	
MARVELLOUS MIDDLE	Birds of Prey Show		Theatre workshop – The great Fire of London		Create a sea creature.	
FABULOUS FINISH	Gruffalo trail		Model demonstration of how the fire spread during the Great Fire of London.		Trip to Southend to visit the sea life centre	
POSSIBLE VISITS / VISITORS	Trip to the local church (linked to Christmas) Thorndon Country Park/ Weald Country Park		Visit to London - Discovery Centre / Tower of London		Sea life Centre Southend	
ENGLISH	<u>Core Text</u> Monkey Puzzle by Julia Donaldson Superworm by Julia Donaldson	<u>Core Text</u> Owl babies by Martin Waddell The Gruffalo by Julia Donaldson	<u>Core Text</u> Paddington Bear by Michael Bond Arghhhhhh! Spider	<u>Core Text</u> Katie in London By James Mayhew	<u>Core Text</u> Flotsam by David Weisner	<u>Core Text</u> Bog Baby by Jeanne Willis
	<u>Genres to Cover</u> Transcription Captions, labels lists Description Character Recount Postcard	<u>Genres to Cover</u> Description Setting Non-Chronological report Owl fact file Information text Wanted poster Narrative retell	<u>Genres to Cover</u> Instructions Recipe Description Character Poetry Acrostic	<u>Genres to Cover</u> Description Setting Information text Facts about London Poetry Performance	<u>Genres to Cover</u> Narrative Retell Information text New creature Narrative Alternative ending	<u>Genres to Cover</u> Description Character Recount Day in the life of Poetry Rhyming patterns -summer
MATHS (on-going skills)				Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and 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		

				Read and write numbers from 1 to 20 in numerals and words. Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 (including number bonds to 10 and number bonds to 20)		
MATHS (cross curricular links)	Place value Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less Read and write numbers from 1 to 20 in numerals Identify and represent numbers using objects and pictorial representations including the number line Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Measurement 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	Addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20 Multiplication and division 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 Measurement Compare, describe and solve practical problems for: Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Mass/weight [for example, heavy/light, heavier than, lighter than] Measure and begin to record the following: Lengths and heights mass/weight Problem Solving Task: Investigation Introducing odd and even numbers	Addition and subtraction Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. Measurement 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 the following: time (hours, minutes, seconds) Geometry – properties of shape Recognise and name common 2-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]	Addition and subtraction Add and subtract one-digit and two-digit numbers to 20, including zero Number- fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Measurement Recognise and know the value of different denominations of coins and notes Compare, describe and solve practical problems for: Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record the following: Capacity and volume Recognise and use language relating to dates, including days of the week, weeks, months and years Problem Solving Task: Shape & Measure 2D shape Art	Geometry- position and direction Describe position, direction and movement, including whole, half, quarter and three-quarter turns Addition and subtraction Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. Multiplication and division 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 Geometry – properties of shape Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Measurement Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Recognise and know the value of different denominations of coins and notes Number- fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Addition and subtraction Add and subtract one-digit and two-digit numbers to 20, including zero Measurement Compare, describe and solve practical problems for: Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Mass/weight [for example, heavy/light, heavier than, lighter than] Time [for example, quicker, slower, earlier, later] Measure and begin to record the following: Lengths and heights mass/weight Real life/enterprise style maths: Raise money for endangered sea life animal Problem Solving Task: Open Ended Staircase Problem

SCIENCE	Animals including Humans To identify and name common animals. To describe and compare structures of common animals.	Plants and Seasonal changes To identify and name common, wild and garden plants including deciduous and evergreen trees. To observe changes across the 4 seasons. To observe and describe the weather associated with the seasons and how the day length varies.	Materials To distinguish between an object and the materials in which it is made. To identify and name a variety of everyday materials.	Materials To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials according to their properties.	Plants and seasonal changes To identify and describe the basic structure of variety of common flowering plants including trees. To observe changes across the 4 seasons. To observe and describe the weather associated with the seasons and how the day length varies.	Animals including Humans To identify, name, draw and label the basic parts of the human body and say what part of the body is associated with each sense.
COMPUTING	Technology All Around Us Online Safety To recognise that everyone has an identity online.	Coding Beebots Online Safety To recognise the importance of being careful when posting and sharing online.	Creating Media Digital Painting Online Safety To understand how to treat others, both online and in person To identify how people's feelings and emotions can be affected by online content.		Coding On the Move Online Safety To know what the internet is and how to use it safely	Creating Media Digital Writing Online Safety To safely search for images
HISTORY	The Gunpowder Plot		The Great Fire of London		The Seaside Past and Present	
GEOGRAPHY	Marvellous Maps		Town and Country		Coastal Regions	
ART AND DESIGN	Drawing / Sculpture Sculpture: Andy Goldsworthy and Jay Stillman Key Skill: Texture		Drawing / Printing / Mixed Media Artist: Bridget Riley and Stephen Wiltshire Key Skill: Colour Mixing / Line drawing		Drawing / Painting / Printing / Mixed Media Collage Painter: Renoir, Sorolla and Peder Severin Krøyer. Key Skill: Collage / layering different techniques / Horizon / perception	
DESIGN AND TECHNOLOGY	Moving Pictures - (Mechanisms)		Bridges - (Structures)		Seaside Snacks - (Cooking and Nutrition and Textiles)	
RELIGIOUS EDUCATION	1.7 Who is Christian and what do they believe?	1.6 What festivals do different religions celebrate?	1.9 How do religions celebrate the birth of a baby?	1.7 Who is Christian and what do they believe?	1.5 In what ways is a church important to believers	1.4 What can we learn from creation stories?
PHYSICAL EDUCATION	Autumn 1 Fundamentals Unit 3 Dance Autumn 2 Ball Skills Gymnastics		Spring 1 Invasion Dance Spring 2 Sending and Receiving Team Building		Summer 1 Striking and Fielding Fitness Summer 2 Net and Wall Athletics	

MUSIC	<u>Sing Up</u> The Menu Song (Listen / Sing / Play / Compose) Christmas Songs (singing)		<u>Sing Up</u> Football (Listen / Sing / Play / Compose) Boomwhakers (Listen/Sing/Play)		<u>Sing Up</u> Come Dance with Me (Listen / Sing) End of Year Assembly / Boomwhakers (Listen/Sing/Play)
PSHE	Relationships: What are the school rules and values? How does our behaviour affect other people? Character Education Lesson-Values	Living in the Wider World: What is our role in the Clockhouse community? Health and Wellbeing: What makes us unique and special? How do we manage when things go wrong? Character Education Lesson-Teamwork	Relationships: How are we cared for? The roles of different people in our families. Character Education Lesson-Self-Awareness	Living in the Wider World: What is money? How is money made and used? Character Education Lesson-Integrity	Relationships: What is privacy? Seeking permission and staying safe. Character education lesson - community. Health and wellbeing: Moving into Year 2 - what have you achieved this year? What goals can we set for the new school year? Character education lesson - resilience.
LIFE SKILL	To use scissors accurately.		To use a knife and fork correctly including table manners.		To know how to cross a road safely.
HOME LEARNING QUESTS	Make character from book for corridor display (Room on a Broom, The Gruffalo) Design a weather van  Research different common trees and plants, naming them and where they would find them. Visit a park/forest to identify them and create an information poster. Create a piece of artwork based on the seasons and add research information about it		Make London landmark using junk modelling for corridor display and label it with any key facts that they discover about the landmark – who designed them? Where in London are they? Why are they significant?  Write about a famous attraction in London you visited and what you did/saw. What did it look like in the past? Research about a key figure that has a link to London – Guy Fawkes, The Queen or another member of the Royal Family Plan a trip to London and what you would do while you were visiting		Design and make a sea animal/creature who lives in the sea for corridor display Learn about what seaside's were like in the past Research about different UK seaside resorts or about a habitat that might be found at the seaside e.g. rock pool, around the coastline, on the beach Why do we have light houses? Create an information poster about them.
Note where specific objectives are not referenced above, refer to the National Curriculum or related documents					