



Year 1 Curriculum Overview

	Autumn	Spring	Summer
Key Learning Question/ Title	Myself and My Community	God's and My Wonderful World	My Imagination
Overarching Theme	Identity- Understand what makes me and my school community unique.	Stewardship- Why and how I can look after God's World.	Creativity- How I can explore, reflect and polish my learning.
St. Dunstan's Curriculum Drivers	Serving our community Belonging to the school and church community.	Environmental Responsibility Explore world concerns of global warming, and climate change. Healthy Lifestyles Keeping healthy and safe.	Learning positively Use gifts and talents to create. Positive learning behaviours.
Stimuli	Engaging, hands-on experiences in the natural environment that foster independent, explorative learning.	Dear Greenpeace and Dear Earth texts Growing of plants Use of St. Francis woodland to explore plant and animal life	Bog Baby text Their experiences of change over time and Shelter building in St. Francis woodland
Outcome of learning	To know my place within my local community. To know how to effectively communicate my thoughts and ideas.	Write a 'Love Letter' to Earth and explain how to protect our world.	Create a story book to share with Reception
Engagement with parents or community	Parents' and Grandparents' stories shared with children via visits or videos. Stories of important people in our school and parish community Invitations for grandparents (link to Grandparents' week)	Eric Carle class collage- shared with parents via twitter. And gallery walk within year 1	Stories of their parents/grandparents memories and experiences of technology and the changes in their lifetime.
Enrichment	Walks and fieldwork focusing on the school and Onslow Crescent	Zoo Lab Workshop	Basingstoke Milestones Living Museum visit
Themed Weeks	Fairtrade Fortnight Grandparents Week Road Safety Week Remembrance Day Anti-Bullying Week	Creative Arts Week Safer Internet Day World Book Day World Maths Day	First Aid Fortnight St. Dunstan's Day Multi-Faith Week

<p>English- Grammar</p>	<p>Form sentences. Use finger spaces, capital letters and full stops. Use capital letters for names.</p> <p>Know component parts of a sentence- who, doing, what, where, describe.</p> <p>Introduce suffixes added to verbs e.g. help + ing= helping.</p> <p>Use 'and' to combine two clauses.</p>		<p>Use 'but' to combine two clauses.</p> <p>Use capital letters for the personal pronoun 'I'.</p> <p>Identify and use questions and punctuate with question marks.</p> <p>Introduce suffixes added to verbs e.g. help + ed = helped.</p>	<p>Introduce suffixes for plural words e.g. dog → dogs wish → wishes</p> <p>Sequence sentences to form short narratives.</p> <p>Identify and use exclamations and punctuate with exclamation marks.</p>	<p>Use 'so' to combine two clauses.</p> <p>Know how the prefix 'un' changes the meaning of verbs and adjectives e.g. 'unkind' or 'undoing'.</p> <p>Introduce suffixes added to verbs e.g. help + er = helper.</p> <p>Use opening and concluding sentences.</p>	<p>Continue to embed and secure all grammar taught in Year 1 and support children to use independently.</p>
<p>English- Reading</p> <p>(Core Texts and books that inspire our learning)</p>	<p><u>Fiction</u> Beegu Rainbow Fish Something Else Dogger Percy the Park Keeper: After the Storm Number Circus One Fox The Shopping Basket Whoever you are</p> <p><u>Non-fiction</u> Books about people who help us Human body books I wonder why leaves change colour</p>	<p><u>Fiction</u> Grandad's Secret Giant A Christmas Story Once Upon a Raindrop Stories of Alfie Home in the Rain The Rhythm of the Rain Winter Sleep</p> <p><u>Poetry</u> Commotion under the ocean Rhymes for Annie Out and About poems to perform</p>	<p><u>Fiction</u> Dougal's Deep Sea Diary The Tiny Seed The Journey Home Whatdayamean? Big Blue Whale Clem and the Crab</p> <p><u>Non-fiction</u> Trees: Seasons Come Seasons Go Texts about animals, habitats and plants The Big Book of Blooms Little People, Big Dreams: David Attenborough</p>	<p><u>Fiction</u> Dear Earth Dear Greenpeace The World Came to My Place Today My Island Come away from the water Shirley</p> <p><u>Non-fiction</u> Little People, Big Dreams: David Attenborough</p> <p><u>Poetry</u> Michael Recycle Litterbug Doug</p>	<p><u>Fiction</u> Bog Baby Journey Toys in Space Lost in the Toy Museum Stanley's Stick</p> <p><u>Non-Fiction</u> Books about different animals Books about the weather Books about changes in schools, technology and homes within living memory</p>	<p><u>Fiction</u> Tell me a dragon The Dragon Machine The Egg</p> <p><u>Poetry</u> The Year in the City The Puffin Book of Fantastic First Poems The Hippocrump</p>
<p>English- Writing</p>	<p>Understand the purpose of writing for communication.</p> <p>Develop gross and fine motor skills for greater control of letter formation.</p>		<p>Write a diary as Dougal from Dougal's Deep Sea Diary, using first</p>	<p>Write a biography of David Attenborough using facts.</p>	<p>Write a setting description of the enchanted Pond in Bog Baby.</p>	<p>Plan and write a story with imaginary animals/creatures as the main characters.</p>

	Correctly use the 'tripod' pencil grip Write simple sentences about themselves and their community.	person and past tense.	Write a letter to describe the beauty of the world and how to protect it.	Write a recount of the trip to Milestones Museum.		
Maths	<p>Number: Place value Count in 1s. Count, read and write numbers to 10. Count forwards and backwards within 10. Adding and subtracting 1 or 2 (within 10). Number bonds to 10.</p> <p>Measurement Days of the week.</p>	<p>Number: Place value Count, read and write numbers from 1-20 in numerals and words. 1 more.</p> <p>Geometry- Recognise, name and sort 2D and 3D shapes.</p> <p>Measurement Months of the year.</p>	<p>Number: Place value Count and understand numbers within 20. 1 more and 1 less.</p> <p>Addition and subtraction of 1-digit and 2-digit numbers to 20.</p> <p>Measurement- Sequence events in chronological order (for example, before, after, next, first)</p>	<p>Number: Place value Count in tens within 50. Number bonds to 20, doubles and find the missing numbers.</p> <p>Measurement- Compare and begin to measure: - lengths and heights, - mass/weight - capacity and volume - time</p>	<p>Number: Place value Repeated addition (2, 5, 10)</p> <p>Multiplication and division Count in multiples of 2's, 5's and 10's. Making equal groups and sharing.</p> <p>Fractions Recognise, name and find half and a quarter of a shape and a quantity.</p> <p>Measurement Describe position, direction and movement including turns.</p>	<p>Number: Place value Count to and across 100 forwards and backwards.</p> <p>Measurement Time Tell the time to the hour and half past the hour.</p> <p>Money Recognise and know the value of coins and notes.</p>
RE	<p>Creation and Covenant: Recognise the story of Creation in Genesis and know that all that is, comes from God. Recognise that we have a responsibility to take care of the World and its people which shows love for God and others.</p>	<p>Galilee to Jerusalem Recognise that Jesus was once a child like us. Listen to stories of Jesus' childhood and adulthood through the Gospel of Luke. Discern what Jesus was like and how his Disciples came to follow him. Know that Jesus came for everyone.</p>	<p>To the Ends of the Earth Make simple connections between the mission of the Church and the mission of Jesus. Recognise that Jesus' mission was to show love to everyone. Make connections with what Jesus did and what people do today.</p>			
	<p>Prophecy and Promise:</p>	<p>From Desert to Garden Recognise that Lent is a special time for</p>	<p>Dialogue and Encounter Begin to encounter Jewish religious life and practice.</p>			

	<p>Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. Explore artistic representations of the nativity story from around the world. Talk about how Christians in their local community celebrate the birth of Jesus.</p>	<p>praying, fasting and helping others as Jesus taught us to do. Listen to stories of Jesus' final weeks before the crucifixion through the Gospel of Luke. Understand that at the Last Supper, Jesus taught his Disciples to remember him through bread and wine. Recognise that the Church teaches that Jesus suffered, died and rose again.</p>	<p>Recognise some features of Jewish religious life. Correctly use religious words and phrases to recognise Jewish religious life. Begin to ask questions about the stories and experiences of Jewish people.</p>
Science	Overarching focus on seasonal change, observing weather, changes in day length, observing changes to trees and plants. Look at animals' habitats in our school grounds.		
	<p>Seasonal change: Identify the four seasons. Explore what the weather is like in Autumn, Winter, Spring and Summer. Understand how and why day becomes night.</p> <p>Materials Use senses to feel and describe different materials e.g. wooden spoon, plastic spoon, metal spoon, sandpaper, cotton wool. Children say what the object is and what it is named from.</p> <p>Identify a variety of everyday materials in their classroom and describe their properties and uses. Compare and group them.</p>	<p>Animals Animal groups and feeding relationships – carnivores, herbivores and omnivores. Identify and name common groups of animals e.g. amphibians, reptiles, fish, birds and mammals.</p> <p>Plants Identify and name common plants and trees Identify and name the basic structure of plants Familiar with common names of flowers Observe and compare and contrast familiar plants. Describe how to identify and group plants.</p>	<p>Animals Compare and contrast the structure of common animals. Group common animals using pictures and first hand experiences.</p> <p>Human Body Identify, name, draw and label the basic parts of the human body Senses – compare different textures, sounds and smells.</p>
	<p>Seasonal change: From half term: Observe the differences in the weather, day length and the changes in the local environment. Collect leaves from the school and compare and group them according to their properties e.g. spiky, smooth, lobed. (Link to art)</p>	<p>Seasonal change: Using magnifying glasses to closely observe flowers in the school environment, their parts e.g. petals, leaves, roots. Grow different plants in the classroom e.g. bean, cress, (bedding plants e.g. geranium, busy lizzy)</p>	

<p>Digital Literacy & Information Technology</p> <p>Use technology safely and respectfully.</p>	<p>Awareness of technology uses inside and outside of school. Recognise common uses of technology beyond school. To use technology safely and responsibly. Use technology to create digital content.</p> <p>Our Google Classroom- how to use it for home learning.</p>					
<p>Computer Science</p> <p>Learn principles of information and computation, how digital systems work and how to put this knowledge to use through programming.</p>			<p>Algorithm direction cards to build lego tower and program Bee bots. Learn that an algorithm is a set of instructions. Use algorithms to build lego towers and to control BeeBots Use the word debug. Use logical reasoning to predict the behaviour of simple programs.</p>			
<p>Online Safety</p> <p>To empower pupils to think critically, behave safely, and participate responsibly in our digital world.</p>	<p>Privacy & security Who would be trustworthy to share my personal information with? Why is it important to always ask a trusted adult before sharing any personal information online?</p>	<p>Online bullying Describe how to behave online in ways that do not upset others and give examples. Explain what bullying is, how people may bully others and how bullying can make someone feel.</p>	<p>Self-Image & Online reputation Recognise that there may be people online who could make someone feel sad, embarrassed or upset. Give examples of when and how to speak to a trustworthy adult and how they can help. Describe what information should not put online without asking a trusted adult first.</p>	<p>Health & wellbeing Explain rules to keep safe when using technology both in and beyond the home.</p>	<p>Copyright & ownership / Managing Online information Explain why work I create using technology belongs to me. Say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</p>	<p>Online relationships Give examples of when permission should be asked to do something online and explain why this is important.</p>

<p>History</p>	<p>Stories of people in our lives Learn about the people in our lives, their stories and the key events in their lives e.g. parents and grandparents. Know that we can order the events in people's lives and create a line picture of these events called a timeline. Compare the events and length of timelines of different people.</p> <p>Learn about significant people from the past e.g. Our class saint, Jesus and people from today e.g. Mrs Birch, Premises staff, Office staff, Kitchen staff, Fr Rob and Fr Nick.</p>		<p>Who are the people that help our world? Learn about the people who serve nature and so serve our world. E.g. Queen Elizabeth II and King Charles III, David Attenborough, Consider the timelines of these significant people.</p>	<p>Who are the people that help our world? St. Dunstan's – Link to St. Dunstan's Day</p> <p>What changes have my grandparents seen in their lifetime? Focus on technological changes e.g. phones, game consoles and aspects of childhood, schools, homes</p>		
<p>Geography</p>	<p>Our School and local area Recognise the features of our School and local area (St Dunstan's Church and Onslow Crescent) Know where we are in Woking using aerial photos, photos and maps of Woking area. Develop locational language. Fieldwork – walk around crescent (link to Road Safety Week and Green Cross Code) to create own plans and maps of school and local area.</p>		<p>What is the United Kingdom? Know the 4 countries of the UK and some characteristics of these countries and how land is used. Know the capital cities and some key landmarks for each country. Recognise key seas and rivers of UK on maps and atlases.</p>	<p>The weather Know what weather is. Observe and measure weather and record it using symbols. Use language of weather and recognise weather symbols. Recognise that the weather varies over the UK daily and compare the weather in the UK to countries in hot and cold places of the world.</p>		
<p>Art</p>	<p>Goldsworthy- Sculpture Create own temporary nature sculpture in the style of Andy Goldsworthy. Sculpture: recreate an aspect of their natural sculpture using paper and card relief.</p>	<p>Painting- Georgia O'Keeffe Look at the work of Georgia O'Keeffe - use of colour. Colour mixing- Develop understanding of how to mix different colours i.e. secondary and tertiary colours with different types of paints.</p>	<p>Art Week- Unity Art – Create an individual piece of artwork that will come together to form a collaborative piece. Colour mixing Build on our understanding of how to mix different colours to create a background i.e. warm and cool tones, gradient.</p>	<p>Painting Develop application of colour theory and use different objects to print. Drawing Develop mark making and shading techniques (use of different pencils).</p>	<p>Yayoi Kusama- Patterns Explore the work of Yayoi Kusama. Discuss the style and techniques used to use in own art work. Painting Develop printing and colour mixing- complimentary and adjacent colour.</p>	<p>Sculpture- dragon eyes Use clay to create dragon eggs. Apply paint with different techniques to create patterns. Pastels- dragon eyes Learn how to use pastels. Practise blending pastels and how to prevent colour from</p>

		<p>Drawing Practice drawing straight lines and 2D/3D shapes.</p>	<p>Sketching Following verbal instructions to sketch silhouettes.</p>		<p>Warm and cool colours.</p> <p>Drawing Develop techniques of tonal shading.</p>	<p>smudging and transferring to hands. Use pastels to create vibrant dragon scales and detailed dragon eyes.</p>
D&T			<p>Cooking and nutrition Learn about healthy snacks and what '5 a day' is. Taste and express opinions of different fruits using sensory language. Recognise that fruit and vegetables are a category of food. Survey of favourite fruits within class (link to maths)</p> <p>Fruit Salad- design a healthy snack from the selection of fruits. Simple preparation skills: fork secure, bridge hold, claw grip and peel.</p>		<p>Shelters (Science link – Materials) Design shelter for a minibeast in St Francis Woodland. Draw design and select materials according to their characteristics e.g. waterproof, rigidity etc. What will be the best material for the purpose? Evaluate the best materials and shelter designs for the purpose.</p>	
PE	<p>Ball Skills: Simple ball skills and hand eye coordination. Learning how to do a roll, chest pass, over arm throw and bounce pass to help children to play simple team games.</p> <p>Multi-skills Developing different ways of travelling such as high knees, side stepping and skipping.</p>	<p>Multi-skills Simple ball skills and hand eye coordination. Learning how to do a roll, chest pass, over arm throw and bounce pass to help children to play simple team games.</p> <p>Dance: Create a series of movements for a 'toy' dance. Children will work together to create their own dance to perform to their</p>	<p>Multi-skills Playing small team games to encourage team work and the ability to think of simple tactics to succeed in these. The opportunity to work with different groups to help with the development of social skills and confidence.</p> <p>Gym Using large equipment to travel across in different</p>	<p>Jumping: Learning how to jump safely from two feet to two feet. Progression on to 1 foot to 2 feet/ 2 feet to 1 foot. How can we jump further?</p> <p>Multi-skills To include these newly learnt skills such as jumping over mini hurdles.</p>	<p>Swimming Learn to enter the water safely and being confident putting face in to the water. Push and glide off the wall using a float, woggle or arm bands.</p> <p>Team games A variety of team activities and games, encouraging the children understand the needs and feelings of others. A focus on collaboration,</p>	<p>Swimming Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. Travel using a recognised leg action with feet off the pool floor on the front and back for 5 metres, with the use of flotation equipment. Perform mushroom float and star float (front and back).</p>

	Experiment with different types of balance. And then use balance techniques to eliminate 'wobble'.	friends. Children will learn to give feedback to the group.	ways. Experimenting with different heights. Each week children to challenge themselves to see if they have improved. They will share their success with their friends.	Dance On the theme of animals, children to learn a set sequence set on the African plains. Children to imitate snakes, monkeys, giraffes and lions. Focus on movement, canons and rhythm to beat and music	communication and cooperation. Bat and Ball games Awareness when sending and receiving a ball. Using a variety of bats with a partner and a small group.	Athletics Understand the correct sprinting technique and practice sprinting in a variety of activities. Understand and demonstrate a long jump technique. Consider a good technique for throwing.
RHE	How do we decide how to behave? Rules, respect, behaviour, listening (Rule of Law) Learning to Learn What are my gifts? Setting goals to help me improve. (Linked to Science, cover Growing and Caring for Ourselves) Naming parts of the body and recognising differences Keeping Safe Outdoors Hazards and safety using the road (Individual Liberty) <i>Road Safety</i>	Friendships Different kinds of feelings, strategies to manage feelings, change and loss, making friends, resolving conflict. (Mutual respect) Anti-Bullying Teasing and bullying is wrong (Mutual Respect) <i>Anti-bullying</i> <i>Remembrance Day</i>	Growing and Caring for Ourselves Personal hygiene and its importance, making healthy choices, rules for keeping safe, how to ask for help if you are worried. (Individual liberty) <i>Safer Internet Day</i>	Growing and Caring for Ourselves Recognising secrets and surprises, naming parts of the body and recognising differences, growing and changing and being more independent. (Individual liberty) RSE: Who are my family? How do babies grow and change? Understand the love between brothers, sisters and family. <i>Fairtrade Fortnight</i>	Money Where money comes from, about spending and saving, how to keep money safe, wants and needs. People and organisations who helps those in need e.g. Woking Lions, Marcus Rashford First Aid Basic emergency aid procedures at school and other contexts and how to get help. <i>First Aid Fortnight</i>	What makes us special? Everybody is unique, respect for the differences and similarities of people, special people in our lives, how we are the same as other people. (Mutual Respect) <i>Feeling good</i>
			Caring for the Environment Needs of living things, looking after animals and the environment, developing responsibility for looking after God's world. (Mutual Respect)			

<p style="text-align: center;">Music</p>	<p>Singing: Using voices creatively and expressively to match pitch with a well-known song (If You're Happy and You Know it)</p> <p>Percussion: Learning the basics of pulse and beat Using un-tuned instruments to identify and play rhythm</p>	<p>Nativity Performance On-going skills: performance, musicianship</p> <p>Learn to use voices to match pitch and intonation in group choral pieces</p>	<p>Listening with concentration and understanding: Explore instrumental and vocal sounds; listen to and predict the pitch of sounds; listen to a new song for purposes of learning its tune, pitch, pulse, and rhythm</p> <p>Singing: Continuing skills with 'If You're Happy and You Know It'—honing vocal skills and accuracy</p>	<p>Listening with concentration and understanding: Listen to and appraise new song: 'Don't You Worry 'Bout a Thing 'by Incognito. Evaluate likes and dislikes about the song</p> <p>Percussion: Use un-tuned instruments and bodies (through dance) to identify pulse and rhythm</p> <p>Singing: perform and record 'If You're Happy and You Know It'</p>	<p>Listening with concentration and understanding: Learn lyrics and movements to 'Head, Shoulders, Knees and Toes'</p> <p>Percussion: use un-tuned percussion and body parts to mark pulse and beat; devise rhythm rap by developing lyrics that can be performed rhythmically with un-tuned instruments</p> <p>Respond to Music: use sounds, movements and instruments together to perform songs/raps</p>	<p>Respond to music: Explore how to use sounds, movement and instruments; use bodies and un-tuned percussion to mark the pulse and rhythm in instrumental pieces ('Parade of Percussionists')</p> <p>Investigate improvisation of riffs to add to instrumental tunes</p>
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