



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	<i>Serving our community</i> Belonging to the school and church community.	<i>Environmental Responsibility</i> Explore world concerns of global warming, and climate change. <i>Healthy Lifestyles</i> Keeping healthy and safe.	<i>Learning positively</i> Use gifts and talents to create. Positive learning behaviours.
Stimuli	Engaging, hands-on experiences in the natural environment that foster independent, explorative learning.	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.		Create a story book to share with Reception
Engagement with parents or community	Stories of people in school and community Reception and Year 1 Nativity	Partners in Learning 'Art Focus' Eric Carle Class Collage	Stories of their grandparents' memories and experiences of technology and changes. Open Evening
Enrichment	Walks and fieldwork focusing on the school and Onslow Crescent	Zoo Lab Workshop	Forest School Visit
Themed Weeks	Fairtrade Fortnight Remembrance Day Anti-Bullying Week	Creative Arts Term Safer Internet Day World Book Day Maths and Enterprise Week	St. Dunstan's Day Sports Morning

English- Grammar	Form sentences. Use finger spaces, capital letters and full stops. Use capital letters for names. Know component parts of a sentence- who, doing, what, where, describe. Introduce suffixes added to verbs e.g. help + ing= helping. Use 'and' to combine two clauses.		Use capital letters for the personal pronoun 'I'. Sequence sentences to form short narratives. Identify and use questions and question marks. Introduce suffixes added to verbs e.g. help + ed = helped.	Use 'but' to combine two clauses. Introduce suffixes for plural words e.g. dog → dogs wish → wishes Identify and use exclamations and exclamation marks.	Know how the prefix 'un' changes the meaning of verbs and adjectives e.g. 'unkind' or 'undoing'. Introduce suffixes added to verbs e.g. help + er = helper. Use opening and concluding sentences.	Introduce 'so' to combine two clauses. Continue to embed and secure all grammar taught in Year 1 and support children to use independently.
English- Reading (Core Texts and books that inspire our learning)	<u>Fiction</u> The Magic Bubbles Everybody is a family Our class is a family All are welcome Pumpkin soup The squirrels who squabbled Percy: After Storm Number Circus One Fox The Shopping Basket Whoever you are <u>Poetry</u> Commotion under the ocean Rhymes for Annie Out & About poems <u>Non-fiction</u> People who help us I wonder why leaves change colour	<u>Fiction</u> The Everywhere Bear 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 <u>Non-fiction</u> Winter	<u>Fiction</u> Fairytales Three Billy Goats Gruff The elves and the shoemaker <u>Non-fiction</u> Trees: Seasons Come Seasons Go Animals, habitats and plants The Big Book of Blooms	<u>Fiction</u> A Journey Home Leaf The World Came to My Place Today My Island Come away from the water Shirley <u>Non-fiction</u> Animals and habitats <u>Poetry</u> Michael Recycle Litterbug Doug	<u>Fiction</u> Bog Baby Journey Building Boy Bear and the Piano Toys in Space Lost in the Toy Museum Stanley's Stick <u>Non-Fiction</u> Animals Weather Changes in schools, technology and homes within living memory	<u>Fiction</u> Tell me a dragon Sylvia and Bird <u>Poetry</u> The Year in the City The Puffin Book of Fantastic First Poems The Hippocrump

English- Writing	Understand the purpose of writing for communication. Develop gross and fine motor skills for greater control of letter formation. Correctly use the 'tripod' pencil grip Write simple sentences about themselves and their community using: Aut 1 - 'who, doing, what' Aut 2 - 'who, doing, what, where & describe'		Write a simple fairytale using and past tense.	Write facts about animals.	Write a setting description of the enchanted Pond in Bog Baby. Write a recount of our trip to Forest School.	Plan and write a story with imaginary animals/creatures as the main characters.
Maths	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. Measurement Days of the week.	Number: Place value Count, read and write numbers from 1-20 in numerals and words. 1 more. Addition and subtraction within 20 using number bonds. Geometry- Recognise, name and sort 2D and 3D shapes. Measurement Months of the year.	Number: Place value Count and understand numbers within 20. 1 more and 1 less. Addition and subtraction of 1-digit and 2-digit numbers to 20. Measurement- Sequence events in chronological order (for example, before, after, next, first)	Number: Place value Count in tens within 50. Number bonds to 20, doubles and find the missing numbers. Measurement- Compare and begin to measure: - lengths and heights, - mass/weight - capacity and volume - time	Number: Place value Repeated addition (2, 5, 10) Multiplication and division Count in multiples of 2's, 5's and 10's. Making equal groups and sharing. Fractions Recognise, name and find half and a quarter of a shape and a quantity. Measurement Describe position, direction and movement including turns.	Number: Place value Count to and across 100 forwards and backwards. Measurement Time Tell the time to the hour and half past the hour. Money Recognise and know the value of coins and notes.

RE	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.	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.	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.
	Prophecy and Promise: 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.	From Desert to Garden Recognise that Lent is a special time for 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.	Dialogue and Encounter Begin to encounter Jewish religious life and practice. 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.
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.		
	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. 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. Identify a variety of everyday materials in their classroom and describe their properties and uses. Compare and group them.	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. 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.	Animals Compare and contrast the structure of common animals. Group common animals using pictures and first-hand experiences. Human Body Identify, name, draw and label the basic parts of the human body. Senses – compare different textures, sounds and smells.

	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)		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)		
Digital Literacy & Information Technology Use technology safely and respectfully.	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. Our Google Classroom- how to use it for home learning.				
Computer Science Learn principles of information and computation, how digital systems work and how to put this knowledge to use through programming.			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.		
Online Safety To empower pupils to think critically, behave safely, and participate responsibly in our digital world.	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?	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.	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	Health & wellbeing Explain rules to keep safe when using technology both in and beyond the home.	Copyright & ownership / Managing Online information Explain why work I create using technology belongs to me. Say why it belongs to
					Online relationships Give examples of when permission should be asked to do something online and explain why this is important.

			trustworthy adult and how they can help. Describe what information should not put online without asking a trusted adult first.		me (e.g. 'I designed it' or 'I filmed it').	
History	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. 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.		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.		Who are the people that help our world? St. Dunstan's – Link to St. Dunstan's Day What changes have my grandparents seen in their lifetime? Focus on technological changes e.g. phones, game consoles and aspects of childhood, schools, homes	
Geography	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.		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.		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.	

Art	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.	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. Drawing Practice drawing straight lines and 2D/3D shapes.	Creative Arts Term Colour mixing Build on our understanding of how to mix different colours to create a background i.e. warm and cool tones, gradient. Sketching Following verbal instructions to sketch silhouettes.	Painting Develop application of colour theory and use different objects to print. Drawing Develop mark making and shading techniques (use of different pencils).	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. Warm and cool colours. Drawing Develop techniques of tonal shading.	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 smudging and transferring to hands. Use pastels to create vibrant dragon scales and detailed dragon eyes.
D&T			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) Fruit Salad- design a healthy snack from the selection of fruits. Simple preparation skills: fork secure, bridge hold, claw grip and peel.		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.	
PE	Ball Skills: Simple ball skills and hand eye coordination. Learning how to do a roll, chest pass,	Multi-skills Simple ball skills and hand eye coordination. Learning how to do a roll, chest pass,	Multi-skills Playing small team games to encourage team work and the ability to think of simple	Jumping: Learning how to jump safely from two feet to two feet. Progression on to 1 foot to 2 feet/ 2 feet	Swimming Learn to enter the water safely and being confident putting face in to the water. Push and	Swimming Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged. Travel

	over arm throw and bounce pass to help children to play simple team games. Multi-skills Developing different ways of travelling such as high knees, side stepping and skipping. Experiment with different types of balance. And then use balance techniques to eliminate 'wobble'.	over arm throw and bounce pass to help children to play simple team games. Dance: Create a series of movements for a 'toy' dance. Children will work together to create their own dance to perform to their friends. Children will learn to give feedback to the group.	tactics to succeed in these. The opportunity to work with different groups to help with the development of social skills and confidence. Gym Using large equipment to travel across in different 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.	to 1 foot. How can we jump further? Multi-skills To include these newly learnt skills such as jumping over mini hurdles. 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	glide off the wall using a float, woggle or arm bands. Team games A variety of team activities and games, encouraging the children understand the needs and feelings of others. A focus on collaboration, 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.	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). 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	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	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	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>

	recognising differences Keeping Safe Outdoors Hazards and safety using the road (Individual Liberty) <i>Road Safety</i>			and change? Understand the love between brothers, sisters and family. <i>Fairtrade Fortnight</i>	and other contexts and how to get help. <i>First Aid Fortnight</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)			
Music	Singing: Using voices creatively and expressively to match pitch with a well-known song (If You're Happy and You Know it) Percussion: Learning the basics of pulse and beat Using un-tuned instruments to identify and play rhythm	Nativity Performance On-going skills: performance, musicianship Learn to use voices to match pitch and intonation in group choral pieces	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 Singing: Continuing skills with 'If You're Happy and You Know It'—honing vocal skills and accuracy	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 Percussion: Use un-tuned instruments and bodies (through dance) to identify pulse and rhythm Singing: perform and record 'If You're Happy and You Know It'	Listening with concentration and understanding: Learn lyrics and movements to 'Head, Shoulders, Knees and Toes' 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 Respond to Music: use sounds, movements and instruments together to perform songs/raps	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') Investigate improvisation of riffs to add to instrumental tunes