

# Year 1 Curriculum Overview 2023-2024

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Conditions for learning</b>	Belonging Fun and Excitement <a href="#">Recap belonging Class, School, Charter</a>	Heroes <a href="#">Recap EYFS - People who help us in the community (Link to Remembrance Day)</a>	Leadership and Responsibility	Curiosity and Creativity	Confidence to take action	Spirit of adventure Sense of accomplishment
<b>Learning Skills</b>	Teamwork	Kindness	Honesty	Resilience	Independence	Courage
<b>ATL</b>	Geography and English	English, DT and History	Geography, DT and English	Science, English and DT	Geography, Science and Design and Technology	History, Computing and English
<b>Power Skill</b>	<b>Communication</b> - I can communicate to others in oral and written presentations. <b>Think Critically</b> - I can share the information I have learnt by talking, writing, drawing and using numbers.	<b>Communication</b> - I know that I need to speak to different people (eg. parents, teachers, friends) in different ways. <b>Collaboration</b> - With an adult to help us, I can work in a kind way in pairs and threes with children in my class to fix a problem.	<b>Communication</b> - I can listen to feedback from adults and improve my work and advice. <b>Communication</b> - I can tell other students what I like about their work.			
<b>Topic</b>	Local Heroes	Terrific Toys!	Dig! Dig! Dig!	Marvellous Materials	Superheroes	Ocean Commotion
<b>Driving Question</b>	How do we, as travel consultants, persuade people to visit Townsend?	How could we as designers research, design and create a toy for other children to buy?	How can we, as nutritionists, create a healthy lunch box?	How can we, as inventors, design a product from recycled materials?	How could we, as citizens, learn from heroes of the past?	How do we as ecologists preserve our beach tourism?
<b>Launch</b>	' A walk around Townsend. Talk from Caroline from the Community Centre-How has Townsend changed overtime? Staying safe in the community	Hot Seating- Arrival of main character from key text. Children ask what they would like to know about toys from the museum.	Visit Nick's Farm where our food comes from. (Spring 2 visit due to the weather and more animals to see)	Litter picking in the school grounds to see how much litter we create in our environment.	Work as a small group to solve the mystery of Traction Man.	Visit Holdenhurst village - Smugglers Village
<b>Landing</b>	To produce a leaflet or poster advertising Townsend to be placed in the Community Centre.	To create a toy and pitch it to a panel of judges to persuade them to purchase it. Dragons Den SLT	To design, make and showcase a healthy lunchbox.	To create a piece of clothing/ accessory out of recycled materials.	To create a comic strip to demonstrate to other children how to be a hero at Jewell Academy.	To create a poster encouraging people to save the ocean using all the features that we have taught over the Year.
<b>Employability Link Gatsby 2, 4, 5</b>	2: Advertising and marketing techniques - 4: Travel consultants 5: Bournemouth Tourist Board to talk about Bournemouth in the past. 7: Talk from Travel and Tourism Teacher Magna Academy	2: Marketing techniques- Advertising 4: Taking on the role of a designer 5: Encounters with employers and employees.	2: Learning from farmers 4: Taking on the role of a nutritionist 5: Visit to a working farm	2: Learning from inventors 4: Authors, inventors, graphic designers 5: Talk from a toy designer/sales person.	2: Learning from history 4: Scientists, engineers 5: Livingston Academy-STEM day	4: Ecologist 5: Talk about exploring from Scouting/Guiding organisation
<b>Reading - English Texts</b>	Pebble - Susan Milord (Belonging) <b>At the Beach - Roland Harvey</b> <b>Storm Whale - Benji Davies</b> Poems Out Loud Meesha Makes a Friend Hello Friend	<a href="#">Recap - Talk about Tyrannosaurus drip, discuss the vocabulary past and history. Explain that our story is about things from the past.</a> Lost in the Toy Museum- David Lucas <b>Toys in space - Mini Grey (CLPE)</b> Toys around the World - Joanna Brundle	<a href="#">Recap: Discuss healthy eating and link it to last year's learning on pumpkin soup.</a>  What's in my lunch box? Farmer Duck- Martin Waddell	<a href="#">Recap Not for me please, what can we do to help protect the environment, what materials did the Three Little Pigs use to build their houses?</a>  Michael Recycle by Ellie Bethel 10 things I can do to help the world 3 Little Pigs- Traditional Tale	<a href="#">Recap- What superheroes do you know? What Supertato stories can you recall (Night of the living Vege)</a> Traction Man by Mini Grey Supertato by Sue Hendra	The Rainbow Fish How changes make you feel Commotion in the Ocean- Poetry. Factual reading and writing about the  You Can't Share a Shell With me? Friendship and What feeling lonely feels like - We are all in this together - Transition.
<b>Guided Reading</b>	Focus during Guided Reading:  To blend sounds in unfamiliar words using the GPCs that they have been taught.  To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.  To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.  <a href="#">Evidence - Phonics Tracker and Guided read sheet.</a>	Focus during Guided Reading:  To read words containing taught GPCs.  To read words containing -s, -es, -ing, -ed and -est endings.  To read words with contractions (for example, I'm, I'll, we'll)  <a href="#">Evidence - Phonics Tracker and Guided read sheet.</a>	Focus during Guided Reading:  To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.  To re-read texts to build up fluency and confidence in word reading.  To continue to demonstrate a pleasure in reading and a motivation to read.  <a href="#">Evidence - Phonics Tracker and Guided read sheet.</a>	Focus during Guided Reading:  To link what they have read or heard to their own experiences.  To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.  To retell familiar stories in increasing detail.  <a href="#">Evidence - Phonics Tracker and Guided read sheet.</a>	Focus during Guided Reading:  To recite simple poems by heart.  Learn the sunflower poems and answer questions based on this.  To discuss word meaning and link new meanings to those already known.  To check that a text makes sense to them as they read and to self-correct.  <a href="#">Evidence - Phonics Tracker and Guided read sheet.</a>	Focus during Guided Reading:  To predict what might happen on the basis of what has been read so far.  To begin to make simple inferences.  To discuss the significance of titles and events.  To join in discussions about a text, take turns and listen to what others say.  <a href="#">Evidence - Phonics Tracker and Guided read sheet.</a>
<b>Writing purpose</b>	<a href="#">Recap Letter Writing EYFS - (King Chalres) and make links to postcards being in a similar style of writing. Recap Features of a Fact file Mini Beasts</a> Recount Description of Local Area Postcard/ letter Setting Description Fact File / Poster Season Poem -	<a href="#">Recap How we know Beginning, Middle and End ( Rosenshine Model)</a> Retelling / Sequencing stories Write in role Plan a persuasive pitch for a toy	To write a recount of the trip To write a narrative To write to inform  <a href="#">To create a fact file about a continent Recap and links to Geography.</a>	To write to inform - Write top tips to help the environment - Fact File. To write to entertain - Create an innovative version of the Traditional Tale of The Three Little Pigs.	To write a digital comic strip To innovate a superhero story Writing purpose linked to History and Driving Question	Write in role- The Rainbow Fish Non-Chronological Report- All about Sea Creatures Ocean poetry

<b>Phonics</b>	<b>Revisit and Recap Basics 2 and 3 and 4</b>  Friday - HFW/CEW/Spellings	The Basic 3 - Recapping The Higher Level 5 - Choose to use  Friday - HFW/CEW/ Spellings	The Basic 3 - Recapping The Higher Level 5 - Choose to use  Friday - Year 1 Suze's Spelling Rules/ Spellings.	The Basic 3 - Recapping The Higher Level 5 - Choose to use  Friday - Year 1 Suze's Spelling Rules./Spellings	Phonics Screening Preparation. Focus Areas.  Friday - Year 1 Suze's Spelling Rules/Spellings	Higher Level 5 - Switch it Spell Sounds  Friday - Year 1 Suze's Spelling Rules/ Spellings.
<b>Oracy</b>	Discuss key features of what they saw and Pre Teach colours in the environment. Through discussion give a well structured description of Townsend.	Give a persuasive presentation to a panel.	To explain their understanding and ideas clearly.	To demonstrate skills and information to others.	To discuss known facts.	To discuss known facts What do I know now that I didn't know before? Does this change the way I behave? (forming Eco friendly habits)
<b>Maths</b>	Use Flashback four - Start of each session. Place Value (within 10) Addition and Subtraction (within 10)	Use Flashback four - Start of each session. Addition and Subtraction (within 10) Geometry: Shape	Use Flashback four - Start of each session. Place Value (within 20) Addition and Subtraction (within 20)	Use Flashback four - Start of each session. Place Value (within 50) Measurement: Length and Height Mass and Volume	Use Flashback four - Start of each session. Multiplication and Division Fractions Geometry - Position and Direction	Use Flashback four - Start of each session. Place Value: within 100 Measurement: Money and Time
<b>Science</b>	Recap from EYFS external Body parts and learn further vocabulary Human Body / Seasons: Autumn	Recap - What signs are there that we are moving from Autumn to Winter. Seasons: Winter	Recap Mlnibeasts similarities and differences between animals and humans. Animals including humans	Recap - Building their Bug hotels in reception. What materials did they use? Everyday materials	Seasons: Spring Plants Revisit our learning about everyday material and recycling. Explain that we will be planting a seed and that we will design a player in DT to which to grow our seed. This will be made out of materials that we need to recycle.	Recap and Revisit: Work from Reception and Autumn 2 about seasons, Revisit the chosen tree. What could we see in Autumn.  Seasons: Summer and plants
<b>Humanities (History/RE/ Geography)</b>	Geography: Seasonal Changes Local Studies (Townsend) Linked to our local walk and Driving Question - what did we see? Link to learning in Science Seasons  RE: Christian Creation story. Recap EYFS - Nativity who were the characters? What faith are they related to? Linking it back to their knowledge of their own or non own faith	Recap - Talk about Tyrannosaurus drip, discuss the vocabulary past and history. What is history? Who played with toys that are different to the ones you play with today?  History: Toys, toys, toys - Changes within living memory RE:Christianity - Nativity	Geography: Marvellous Maps Recap - Discuss Ticket to Ride and what they know about London, Africa, India and Brazil. Explain that we are going to look in more detail about our country and the countries surrounding it.  Oceans and continents of the world Countries of the UK Recap The Last supper, Christianity and the Handy RE. Link back to Nativity. RE: Christianity: Jesus as a friend	Recap and Revisit: Work from Reception and Autumn 2 about seasons, Revisit the chosen tree. What could we see in Autumn?  Geography: Seasonal Changes: Summer  Recap and revisit - Easter - What is Easter? Who is it special to? What other celebrations have we learnt about for this faith? Handy RE REcaps. RE: Christianity: Palm Sunday	People from the past: Significant people from the past.  Revisit and Recap - Mary Anning what made her special person - Introduce the word significant.  - Tim Peaks - Rosa Parks  RE: Judaism: Shabbat Visit local synagogue	Revisit and recap - Toys from the past and the vocabulary of past, present, history.  History: Local History of Bournemouth  RE: Judaism: Rosh Hashanah and Yom Kippur Visit local synagogue
<b>Forest School</b>	Science: Seasons - revisit trees 'We're going on a bear hunt' Tour around Townsend Recap EYFS Seasons- What are they ? Focus on Autumn. Link to Art - Leaf Frottage- Read the story Leafman Start looking at the colours in the Environment and introduce Andy Goldsworthy.	Recap - What are the four seasons and what do you know about them? How do you know we are entering Autumn? Science: Seasons - revisit trees Stickman story.	Recap - Herbivores, Carnivores, Omnivores Which season are we in? How do we know? What materials did the Three Little Pigs use to build their houses? Science: Seasons - revisit trees Science: - Animal Classifications Three Little Pigs - building structures	Science: Seasons - Winter - Spring revisit trees and plant sunflowers - track height Recycled materials - create plants for our seeds from items that need to be recycled.  Maths: Length, height, weight and volume Create Supertatos.	revisit trees  Science: Seasons - Spring to summer	Science: Seasons Being Eco friendly, revisit manmade and natural materials, noticing changes in nature outdoors Maths: Position and direction Orienteering and team games.
<b>PSHE (links)</b>	Belonging/ Driving Question/ English work on Townsend. Being Me In My World Who Are You?	Discuss the books that they read last year based on equality and diversity. Celebrating Difference	Revisit their end of reception goal. Dreams and Goals	Healthy Me	Relationships	Changing Me (Revisit Animals inc.humans knowledge) Transition to Year 2
<b>RSE</b>	Health - Puzzle pieces 1, 4, and 5 Relationships - Puzzle pieces 2, 3 and 6 Linked to PSHE	Health - Puzzle pieces 2,3, 4 and 6 Relationships - Puzzle pieces 1-6	Health - Puzzle pieces 1, 5 and 6 Relationships - Puzzle pieces 3 and 5	Health - Puzzle pieces 1-6 Relationships - Puzzle pieces 6	Health - Puzzle pieces 4, 5 and 6 Relationships - Puzzle pieces 1-6	Health - Puzzle pieces 2, 4 and 6 Relationships - Puzzle pieces 1, 4, 5 and 6
<b>DT /STEM</b>		Recap - Discuss the work they did in reception on designing a boat and their bug hotels. This is about how we designed them. What did I do? what did we use - Look at research. Mechanisms and Levers- Moving Christmas figure e.g. snowman/Father Christmas.	Food: Preparing fruit and vegetables	Textiles- difference materials		Structures- free standing structures and explore materials
<b>Art</b>	Mixing paints and studying the work of Andy Goldsworthy Sense of belonging -Being proud of my achievements/ work		Recap and revisit - Bark rubbing.What skills did we need to ensure that the rubbing came out? Revisit and discuss Andy Goldsworthy. Spring Collage Technique Development: Artist Study: Monet		Drawings - Design	
<b>MFL</b>			Greetings			
<b>Computing</b>	Computer basics - login etc.	Recap staying safe on the Internet - What did Smartie the Penguin tell us to do? Coding: On the move online safety: Self Image and Identity		Coding: Simple Inputs Online safety: Online Relationships	3D Printing and CAD	Digital Literacy: Emails

<b>Music</b>	Unit: Hey You! Old school Hip hop	Unit: Rhythm In The Way We Walk Nativity Songs	Unit: In The Groove	Unit: Round And Round	Unit: Your Imagination	Unit: Reflect, Rewind and Replay
<b>PE</b>	Movement Skills Gymnastics		Ball Skills Dance		Ball and Raquet Athletics	
<b>Safeguarding</b>	RSHE Trusted adults Staying safe in the community	RSHE E-safety	RSHE Safer Schools Road safety run by BCP	RSHE E-safety	RSHE - Relationships	RSHE - Changing Me Beach Safety - RNLI

\*Gatsby: 2-Learning from career and labour market information.

4-Linking curriculum learning to careers.

5-Encounters with employers and employees