George Fentham Endowed School Year 1 Curriculum Overview

	Autumn Term	Spring term	Summer Term
Maths WRM	Units – Place Value within 10, Addition and Subtraction within 10, Shape.	• Units – Place Value within 20, Addition and Subtraction within 20, Place Value within 50, Length and height, Mass and Volume	• Units –Multiplication and Division, Fractions, Position and Direction, Place value within 100, Money, Time
	Number – Place Value **Steps** ▪ Sort/count objects • Count objects from a larger group • Represent objects • Recognise numbers as words • Count on from any number • 1 more • Count backwards within 10 • 1 less • Compare groups by matching • Fewer, more, same • Less than, greater than, equal to • Compare numbers • Order objects and numbers • The number line **NC objectives** ▪ 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 ▪ Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. ▪ Compare numbers using and = signs ▪ Read and write numbers from 1 to 20 in numerals and word **Number – Addition and Subtraction** **Steps** ▪ Introduce parts and wholes ▪ Part-whole model ▪ Write number sentences • Fact families – addition facts ▪ Number bonds/systematic within 10	**Number – Place value (within 20)** **Steps** • Counting within 20 • Understanding 10 to 20 • 1 more and 1 less • The number line to 20 • Using a number line to 20 • Estimating on a number line to 20 • Comparing numbers up to 20 • Ordering numbers up to 20 **NC objectives** • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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 • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. • Read and write numbers from 1 to 20 in numerals and words • Given a number, identify 1 more and 1 less **Number – Addition and Subtraction (within 20)** **Steps** • Add by counting on within 20 • Add ones using number bonds • Find and make number bonds to 20 • Doubles and near doubles • Subtract ones using number bonds	**Number – Multiplication and Division** **Steps** • Count in 2's, 10's and 5's • Recognise equal groups • Add equal groups • Make arrays • Make doubles • Make equal groups – grouping • Make equal groups – sharing **NC objectives** • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • 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 **Number – Fractions** **Steps** • Recognise/find half of an object or shape • Recognise/find half of a quantity • Recognise/find a quarter of an object or shape. • Recognise/find a quarter of a quantity. **NC objectives** • 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 **Geometry – Position and Direction** **Steps** • Describe turns • Describe position – left/right/forwards/backwards/above/below

	▪ Number bonds to 10 ▪ Addition – add together/more • Addition problems • Find a part • Subtraction – find a part • Fact families – the 8 facts • Subtraction – take away/cross out(how many left?) • Take away (how many left?) • Subtraction on a number line Add or subtract 1 or 2 **NC objectives** ▪ 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) ▪ Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs ▪ Represent and use number bonds and related subtraction facts within 20 ▪ Add and subtract 1-digit and 2-digit numbers to 20, including zero **Geometry - Shape** **Steps** • Recognise, name and sort 3D shapes • Recognise, name and sort 2D shapes • Patterns with 2D and 3D shapes **NC objective** • 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] ▪	• Subtraction – counting back • Subtraction – finding the difference • Related facts • Missing number facts **NC objectives** • Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • Add and subtract 1-digit and 2-digit numbers to 20, including zero • Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 =? – 9 **Number – Place Value (within 50)** **Steps** • Count from 20-50 • 20, 30, 40 and 50 • Count by making groups of 10 • Groups of tens and ones • Partition into tens and ones • The number line to 50 • Estimate on a number line to 50 • 1 more, 1 less **NC objectives** • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • 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 • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • Given a number, identify 1 more and 1 less	• Ordinal numbers **NC objectives** • Describe position, direction and movement, including whole, half, quarter and three-quarter turns • Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance) • Practise counting (1, 2, 3…), ordering (for example, 1st, 2nd, 3rd …) (non-statutory guidance) **Number – Place Value within 100** **Steps** • Count from 50-100 • Tens to 100. • Partition into tens and ones. • The number line to 100. • 1 more, 1 less • Compare numbers with the same number of tens. • Compare any 2 numbers. **NC objectives** • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • 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 **Measurement – Money** **Steps** • Unitising • Recognise coins • Recognise notes • Count in coins **NC objectives** • Recognise and know the value of different

		Measurement – Length and Height **Steps** • Compare lengths and heights • Measure length using objects • Measure lengths in cms **NC objectives** • Compare, describe and solve practical problems for lengths and heights • Measure lengths **Measurement – Mass and Volume** **Steps** • Heavier and lighter • Measure/compare mass • Full and empty • Compare volume • Measure/compare capacity **NC objectives** • Compare, describe and solve practical problems for mass and capacity • Measure mass/weight, capacity/volume	denominations of coins and notes • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s **Measurement – Time** **Steps** • Before and after • Days of the week • Months of the year • Hours, minutes and seconds • Tell the time to the hour/half hour **NC objectives** • 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 • Compare, describe and solve practical problems for time • Measure and begin to record time (hours, minutes, seconds) • Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times

English	**Narrative** **Books: Percy The Park Keeper Books by Nick Butterworth** This unit will provide opportunities for the children to explore in more depth the work of a particular author. We will be reading a variety of books written by Nick Butterworth and retelling in our own words stories from his most famous range 'Percy the Park Keeper'.	**Instructions and Recounts** **Books: How to Wash a Woolly Mammoth by Michelle Robinson and Mog's Christmas Calamity by Judith Kerr** This unit is on instructions and recounts. Links will be made with everyday instructions, and Christmas so that children have the opportunity to speak, read and write within relevant and meaningful contexts.	**Narrative** **Books: Meerkat Mail by Emily Gravatt, Ugly Five by Julia Donaldson and Handa's Surprise by Eileen Browne** This unit is on fictional stories set in Africa. The children will be immersed in the life of the characters and begin to learn the art of rewriting stories. The children will be encouraged to build on writing stamina and concentrating on forming sentences correctly with capital letters and full stops.	**Information texts and Recounts** **Books: A range of non-fiction texts Let's go on Safari by Kate Gilman Williams Giraffes can't dance by Gile Andraea** In this unit the children will write in a number of different forms in particular captions and questions. We will also focus on the distinction between fiction and non-fiction books, introducing the children to some of the structural features of information texts and their function.	**Traditional Tales** **Books: A range of traditional tales Focusing on: Little Red Riding Hood, Hansel and Gretel, The Gingerbread Man and The Enormous turnip** This unit on traditional stories and fairy tales builds on the children's experiences in the Foundation Stage and continues to develop the art of storytelling. The children will be immersed in a range of books to help enrich their imaginations and vocabulary as aids to their storytelling. There will also be opportunities for the children to write their own stories.	**Poetry & Narrative** **Poems and Books: Bee by Britta Teckentrup, Betsy Buglove save the day by Catherine Jacob Jolly Tall, Ruff, Hoot by Jane Hissey** In this unit the children will listen, read and respond to rhythms, rhymes and patterns in different types of poetry. They will be given opportunities to join in and enjoy playing with words and language. The children will also be taught poetry terms and encouraged to use these in discussion – line, verse, repetition, rhyme, adjectives, verbs and couplets.

- Spelling: Including words containing each of the 40+ phonemes already taught, common exception words, days of the week. Using the spelling rule for plurals by adding –s or –es. Using the prefix un–and using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Handwriting: begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters and digits 0-9
- Writing skills: Rehearse and write sentences to form short narratives
- Grammar: Including finger spaces leaving spaces between words, joining words and clauses using 'and', beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Be able to use age appropriate grammatical terminology accurately.
- Reading skills: Focusing on the key skills of word meaning, retrieve and record, inference, prediction and sequencing.

Science	**Seasonal Changes:** **Physics** • Seasons, including: weather, day length and impact on humans. • Termly observations of changes to plants in the local area.	**Everyday Materials:** **Chemistry** • Identify man-made and natural materials. • Compare properties of materials. • Investigative suitability of materials for given purposes.	**Identifying Animals:** **Biology** • Begin to identify characteristics of mammals, birds, reptiles, amphibians, and fish. • Explore diets of different animals.	**My Body:** **Biology** • Identifying body parts. • Investigating how our bodies move. • Exploring the five senses.	**Identifying Plants:** **Biology** • Find out what plants are. • Investigating the basic needs of plant growth. • Researching garden and wild plants.	**Scientist focus:** • Research the life and work of a modern day scientist.
RE	**What does it mean to belong?** • Why a scallop shell is the symbol of St. James. • Reflecting on special days. • The Baptism ceremony. • The importance of shaking hands to Christians and the	**Why do Christians celebrate Christmas?** • The meaning of the word "Advent" – coming. • The Advent Candle. • What a Christingle is made up of and what each element represents.	**What is the Holy Bible?** • The Christian symbol of the eagle used on lecterns which hold the Bible in Church. • The Bible is a collection of stories separated into 66 Books.	**What happened when Jesus went to Jerusalem?** • Ash Wednesday is the start of Lent and the lead up to Easter. • The importance of Palm Sunday to Christians.	**Who was Moses?** • The religion of Judaism. • The Torah scrolls. • The story of Moses from the Old Testament. • The story of Moses and the burning bush.	**How and why do people pray?** • Writing a prayer about being thankful. • How being quiet helps some people speak to God. • To create a Bodhi tree of prayers.

	meaning behind this gesture – to share peace. • The theme of peace in the story of Noah from the Old Testament.	• Children make their own Christingle to take home.	• The Bible is divided into the Old and New Testaments, with some examples of stories in each section. • The story of Samuel	• The main events in the Easter story. • The importance of the symbol of the cross to Christians.	• The story of Moses and ten plagues of Egypt.	• Buddhist prayer flags and their symbolism.
Art	**Nature's Treasure:** • Drawing, sculpture, collage **Study of artist:** • Andy Goldsworthy In this unit the children will explore line, shape, colour and texture in natural forms. They will make observations of natural objects and use their observations as the basis for creating their own design, based on the work of Andy Goldsworthy. We will be looking closely at how Andy Goldsworthy creates beautiful pieces of art work using only natural materials. Their final piece will be a natural sculpture made outside.		**African Weaving:** • Drawing, textiles and collage **Study of artists:** • Gunta Stolzl In this unit, the children will study the works of Gunta Stolzl and how she was influenced by African design, pattern and colours. The children will investigate the different patterns found in African Kente cloth and learn the meaning of simple weaving techniques such as warp and weft. Their final piece of artwork will involve weaving and the bright colours from Africa.		**Beautiful Flowers:** • Drawing and painting **Study of artist:** • Vincent Van Gogh In this unit, the children will look at the work of Vincent Van Gogh, in particular, his study of flowers and use this as a stimulus for discussion and future work. They will represent flowers they observe through paint and pencil and will experiment with colour and colour mixing, as well as using a variety of different tools and brushes. Their final piece will focus on painting and collage.	
Computing	**Online Safety Exploring Purple Mash:** Children will demonstrate an understanding of the importance of online safety, using their own private usernames and passwords for Purple Mash.	**Grouping and Sorting:** Children will sort items using a range of criteria and use different activities on Purple Mash to support this.	**Pictograms:** Children will understand that data can be represented in picture format and as a whole class produce a pictogram.	**Lego Builders:** Children will follow and create simple instructions on the computer and consider how the order of instructions affects the result.	**Maze Explorers:** Children will begin to learn what an algorithm is and start to write their own. They will use the direction keys on the keyboard to help move an object around the screen.	**Animated Story Books:** Children will be introduced to e-books and the 2Create a Story tool on Purple Mash. They will write their own simple story adding animation and sound to it.	**Coding:** Children will understand what instructions are and predict what might happen when they are followed. They will begin to use code to make a computer program.	**Spreadsheets** Children will begin to know what a spreadsheet program looks like and locate 2Calculate in Purple Mash. They will also start to enter data into spreadsheet cells as well.	**Technology outside School:** Children will walk around the local community and find examples of where technology is used. They will also record examples of technology outside school.
D&T	**Can you see me?** • Textiles			**Moving African Animals:** • Mechanisms: levers and sliders			**Perfect Pizzas:** • Cooking and Nutrition		

	• Purpose: To design and make a safety jacket for Barnaby Bear, linked with road safety, to keep him safe when crossing the road. This will also be linked to our Science topic on materials.		• Purpose: To make a moving picture with a moving animal to show a younger child the animals and landscapes in Africa.		• Purpose: To make a balanced, healthy and appealing pizza for a children's party.	
Geography	**The Local Area:** • Simple compass directions and locational language • Aerial photos and plans • Devising maps • Fieldwork and observational skills in school grounds and local environment		**Passport to the World- Amazing Africa:** • Use of world maps, atlases, globes • Simple compass directions and locational language • Aerial photos and plans • Locations of 7 continents, 5 oceans, Equator, North and South poles		***Geography linked to History Unit on Toys - Victorian to present day:*** • *Comparing and contrasting toys from the UK to toys from non-European villages* • *Analysing whether any physical or human features impact the toys that other countries had/have*	
History	**William Shakespeare- A famous person in our locality:** • Significant individuals (comparison) • Local significant events, people or places in own locality.		***History linked to Geography Unit on Passport to the World – Amazing Africa:*** • *How travel and transport has changed over time* • *How landscapes of Kenya have changed over the past 10 years due to cultivation of land to grow crops* • *How human and physical features have changed over time in Kenya*		**Toys-Victorian to present day:** • Changes in living memory • Significant individuals (comparison)	
Music	**Hey You!** **Focus Music:** Hip-Hop **Composers/Artists:** MC Hammer & Will Smith	**Rhythm in the way we walk:** **Focus Music:** Reggae **Composers/Artists:** Gustav Holst, Mike Oldfield, The Beatles, Pharrell Williams	**In the Groove:** **Focus Music:** Baroque, Blues, Latin, Bhangra, Folk and Funk **Composers/Artists:** Handel, BB King, Ricky Martin, James Brown	**Round and Round:** **Focus Music:** Bossa Nova **Composers/Artists:** Ricky Martin, John Williams, Michael Buble, Santana and Big Band	**Your Imagination:** **Focus Music:** Pop **Soundtracks from:** Mary Poppins, Charlie and the Chocolate Factory, The Muppet Movie, Aladdin	**Reflect, Rewind, Replay:** **Focus Music:** Classical **Composers/Artists:** Delius, Stravinsky, Prokofiev, Verdi, Ravel. John Tavener
PE	**Dance- Jungle Book:** **Focus:** Changing direction, levels, speed	**Dance – Rhyme Time:Focus:** Keep in time- canon & rounds	**Gymnastics 1: Focus:** Actions &shapes	**Gymnastics 2: Focus:** Rock & roll	**Run Jump Throw 1:** **Focus:** Running- pathways & speed	**Run Jump Throw 2:** **Focus:** Obstacle courses & throwing for accuracy **Competition:** Class/small group spirit scoring & Sports Day
	Attack Defend Shoot 1: **Focus:** Rolling, throwing & catching	**Attack Defend Shoot 2:** **Focus:** cooperation & invasion strategies	**Send & Return 1:** **Focus:** Hitting with hand or bat	**Send & Return 2** **Focus:** Intercept, block or return	**Hit Catch Run 1:** **Focus:** Track, retrieve & catch	**Hit Catch Run 2:** **Focus:** developing the roles of batters & fielders

	The School Games Values of **honesty, determination, teamwork, self-belief, passion and respect** underpin our curriculum offering. Within each unit of work the children will develop their understanding of a key value and use the values to participate in positive competitive experiences against themselves or others.					
PSHE (Jigsaw)	**Being me in my World:** • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter	**Celebrating Difference:** • Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone	**Dreams and Goals:** • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles • Feelings of success	**Healthy Me:** • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety with household items • Road safety • Linking health and happiness	**Relationships:** • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships	**Changes:** • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change • Transition
Curriculum Enrichment	• Geography Fieldwork Trip: Walk around the Local Area– Hampton-in-Arden • Visit to the Church for R.E		• After school Sports Club (Spring 1) • A visit from the 'Animal Lady' making links to Science and the Animal Kingdom and our Geography unit 'Amazing Africa' • African Drumming Sessions linked to our Amazing Africa unit • Visit from Dentist to promote oral hygiene, linked to Health week and our Spring 2 Science unit – 'My Body' • Explorer day – Life as an African explorer, linking all learning together to end our unit on 'Amazing Africa'		• After school Sports Club (Summer 2) • History Trip – 'Hebert Art Gallery and Museum: A focus on Victorian Toys	
Whole School Events	• School Induction Programme • Anti-Bullying Week • Book Fair • Parent Consultations & SEND Reviews • Harvest Festival • Remembrance Day/Poppy Appeal • Christmas Church Service • Christmas Carol Service		• Online Safety Day • Health Week • British Science Week • Easter Church Service • Parent Consultations & SEND Reviews • World Book Day • Red Nose Day • Speak Out, Stay Safe (NSPCC)		• Sports Day • Open Evening • Y6 Church Leavers' Service and Diocesan Leavers' Service • Summer Reading Challenge • Transition	

	• Christmas Chronicle Competition • School Council Elections • Online Safety Group Elections • Eco-Group Elections	• Easter Church Service • Marie Curie Daffodil Appeal	