**Y E A R 1 C U R R I C U L U M O V E R V I E W 2021 – 2022**

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| **Subject** | **Autumn 1**  **(7 wks)** | **Autumn 2**  **(7 wks)** | **Spring 1**  **(6 wks)** | **Spring 2**  **(6 wks)** | **Summer 1**  **(6 wks)** | **Summer 2**  **(7 wks)** |
| **Core Text** | Bog Baby  The Gruffalo | The Gruffalo (continued)  Traction Man | Robot and the Bluebird | My first book of fantastic poems  Little Red Riding Hood | How to Find Gold | 10 Things I can do to Help My World  Look Up! |
| |  | | --- | | **Trips / Visits** | | Exploring school grounds in autumn | Superhero dress up day  Christmas Class Cinema | Exploring school grounds in spring  Visit to Holy Trinity Church | Food tasting | Pirate Dress up day | Space day?  Exploring school grounds in summer |
| **Reading Comprehension Skills** | **Word Reading**  I can say quickly the sound of all the letters and letter groups  I can use letter sounds to work out and read new words  I can read new words correctly by blending the letter and letter group sounds I have been taught  I can read many common exception words  I can read many words quickly and accurately without needing to sound and blend words I have seen before  I can read aloud books that use letters and letter groups I have been taught  **Comprehension**  I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced  I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know  I can explain clearly my understanding of texts which have been read to me  I can join in with words when I can guess what is coming next  I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading  I can talk about the title and events in books I have read or heard  I can say how the characters might feel in a story I have read or heard on the basis of what is said and done  I can say what might happen next in a story  I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say | | **Word Reading**  I can say quickly the sound of all the letters and letter groups  I can read new words correctly by blending the letter and letter group sounds I have been taught  I can read many common exception words  I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est  I can read words of more than one syllable using sounds that I have been taught  I can read many words quickly and accurately without needing to sound and blend words I have seen before  I can read aloud books that use letters and letter groups I have been taught  **Comprehension**  I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features  I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others  I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced  I can enjoy and understand rhymes and poems, and can recite some by heart  I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know  I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading  I can usually spot if a word has been read wrongly by following the sense of the text  I can say how the characters might feel in a story I have read or heard on the basis of what is said and done  I can say what might happen next in a story | | **Word Reading**  I can say quickly the sound of all the letters and letter groups  I can read new words correctly by blending the letter and letter group sounds I have been taught  I can read many common exception words  I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est  I can read words of more than one syllable using sounds that I have been taught  I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters  I can use the sounds I know to re-read books more fluently and with more confidence  **Comprehension**  I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others  I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced  I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know  I can usually spot if a word has been read wrongly by following the sense of the text  I can say how the characters might feel in a story I have read or heard on the basis of what is said and done  I can explain clearly my understanding of texts which have been read to me | |
| **English** | **Spelling**  I can spell words containing each of the letter sounds I have been taught  I can break down spoken words into their sounds and spell some correctly  I can use simple spelling rules  I can write the correct spellings in simple sentences I hear my teacher say  I can name the letters of the alphabet in order  I can add -ing  **Handwriting**  I can sit correctly at a table, holding a pencil comfortably and correctly  I can write numbers 0-9  I can write lower-case letters in the correct direction, starting and finishing in the right place: begin cursive handwriting  I can see which letters belong to which handwriting 'families': begin cursive handwriting  **Composition**  I can write sentences by saying out loud what I am going to write about  I can say my sentence out loud before I write it  I can join my sentences together to make a story  I can talk about my writing with my teacher or children in my class  **Vocabulary, Grammar and Composition**  I can use capital letters for names, places, the days of the week and the word 'I'  I can put words together to make sentences  I can use spaces between words  I can use capital letters and full stops | | **Spelling**  I can break down spoken words into their sounds and spell some correctly  I can spell some common exception words  I can spell the days of the week  I can write the correct spellings in simple sentences I hear my teacher say  I can name the letters of the alphabet in order  I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound  I know the plural rule and can use -s and -es in the right place  I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest  I can use simple spelling rules  **Handwriting**  I can sit correctly at a table, holding a pencil comfortably and correctly  I can write capital letters  I can write lower-case letters in the correct direction, starting and finishing in the right place – cursive handwriting taught in phonics lessons  I can see which letters belong to which handwriting 'families'  **Composition**  I can say my sentence out loud before I write it  I can join my sentences together to make a story  I can read my sentence and check that it makes sense  I can talk about my writing with my teacher or children in my class  I can read my sentence out loud so that children in my class can hear and understand me  **Vocabulary, Grammar and Composition**  I can put words together to make sentences  I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes  I can add -ing and -er to the end of a word to make a new word e.g. helping, helper  I can use joining words like 'and'  I can use capital letters and full stops | | **Spelling**  I can spell some common exception words  I can spell the days of the week  I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound  I can add un- to the start of a word to make a different word  I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest  I can use simple spelling rules  **Handwriting**  I can write capital letters  I can write lower-case letters in the correct direction, starting and finishing in the right place – cursive handwriting encouraged in written work  **Composition**  I can join my sentences together to make a story  I can read my sentence and check that it makes sense  I can talk about my writing with my teacher or children in my class  I can read my sentence out loud so that children in my class can hear and understand me  **Vocabulary, Grammar and Composition**  I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes  I can add -ing and -er to the end of a word to make a new word e.g. helping, helper  I can show you how un- added to the beginning of a word can change its meaning  I can use joining words like 'and' – no capital letter for and  I can use capital letters and full stops  I can use question marks and exclamation marks  I can use capital letters for names, places, the days of the week and the word 'I'  I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | |
| |  | | --- | | **Maths** | | **Number and PV**   |  | | --- | | I can count to and past 100, forwards and backwards starting from any number  I can count and read numbers to 100 in numerals  I can count and write numbers to 100 in numerals  I can identify one more and one less, given a starting number  I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least  I can read and write numbers from 1 to 20 in words | | **Addition and subtraction**  I can read and write numbers from 1 to 20 in words  I can read and understand number statements using +, - and =  I can write number statements using +, - and =  I can use number bonds up to 20  I can use subtraction facts up to 20  **Geometry – shape**  I can recognise and name common 2-D shapes such as rectangles, squares, circles and triangles  I can recognise and name common 3-D shapes such as cuboids, cubes, pyramids and spheres | **Addition and subtraction**  I can read and write numbers from 1 to 20 in words  I can read and understand number statements using +, - and =  I can write number statements using +, - and =  I can use number bonds up to 20  I can use subtraction facts up to 20  **Number and PV**  I can count to and past 100, forwards and backwards starting from any number  I can count and read numbers to 100 in numerals  I can count and write numbers to 100 in numerals  I can count in jumps of 2, 5 and 10s  I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least  I can read and write numbers from 1 to 20 in numbers  I can read and write numbers from 1 to 20 in words | **Number and PV**  I can use counting to solve problems with bigger numbers  I can partition and combine numbers using apparatus if I need it  **Measurement**  I can solve problems for length and height by telling which objects are longer or shorter/ taller or shorter  I can solve problems for mass and weights by telling which objects are heavier or lighter  I can solve problems for capacity and volume by telling if a container is empty, half full or full and if there is more in one container than another  I can measure weight or mass and write these measurements down  I can measure capacity or volume and write these measurements down  I can measure and begin to record length/height | **Multiplication and Division**  I can count in jumps of 2, 5 and 10s  I can answer multiplication questions using objects, pictures and other equipment  I can answer division questions using objects, pictures and other equipment  **Fractions**  I can find and name 1/2 (half) of an object, shape or amount  I can find and name 1/4 (quarter) as one of four equal parts of an object, shape or amount | **Geometry – Position and Direction**  I can talk about whole, half, quarter and three quarter turns. I can then use this to explain movement, direction and position  **Number and PV**  I can count to and past 100, forwards and backwards starting from any number  I can count and read numbers to 100 in numerals  I can count and write numbers to 100 in numerals  I can identify one more and one less, given a starting number  I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least  I can read and write numbers from 1 to 20 in numerals  I can count and write numbers to 100 in numerals  I can count in jumps of 2, 5 and 10s  **Measurement - Money**  I can tell how much different coins or notes are worth  **Time**  I can solve problems for time. I can tell if something is quicker or slower. I can tell if something happened earlier or later  I can measure time in hours, seconds or minutes and write these measurements down  I can talk about dates using the days of the week, weeks, months and years  I can tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening  I can tell what the time is in hours and half past the hour. I can draw these on a clock face |
| **Science** | **Humans and Animals**  I can spot and name a variety of common animals  I can spot and name a variety of common animals that are carnivores, herbivores and omnivores  I can describe and compare the structure of a variety of common animals | **Humans and Animals**  I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense  **Weather**  I can start to explain changes in the weather in autumn | **Materials**  I can tell the difference between an object and the material from which it is made  I can name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  **Weather**  I can explain changes through autumn and winter,  I can describe the weather in winter, and that the days get shorter | **Materials**  I can describe some everyday materials  I can make groups of materials based on what they are like | **Plants**  I can name some common wild and garden plants, including deciduous and evergreen trees  I can name and describe the basic structure of a variety of common flowering plants, including trees  **Weather**  I can explain changes through spring  I can describe the weather in spring and the days get longer | **Plants, Humans and Animals**  I can name some common wild and garden plants, including deciduous and evergreen trees  I can name and describe the basic structure of a variety of common flowering plants, including trees  **Weather**  I can explain changes through autumn, winter, spring and summer  I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter |
| **Science Investigation Skills** | I can ask questions and know they can be answered in different ways  I can look closely, using equipment  I can name and group  I can use my observations and ideas to suggest answers to questions | | | | | |
| **Computing** | I know to tell an adult if I see anything worrying online  I can recognise how I use technology in my home and at school  I can use a computer mouse  I can switch on & shut down a computer  I can use a keyboard  I can launch an application & manipulate windows  I can save a file  I can use different brush tools to create a particular image | I can type on a keyboard  I can edit text  I can launch an application & manipulate windows  I can save a file  I can identify and practise my computer skills | I know to tell an adult if I see anything worrying online  I can type and format text, then save my work  I can open saved work and edit text  I can use shapes to create a particular image | I can make changes to improve my work  I can add text to a painting  I can select and format text  I can format the font  I can type symbols and save files | I know to tell an adult if I see anything worrying online  I can describe and use instructions to program a character  I can create programs with a sequence of linked instructions | I can demonstrate a range of basic skills to use on a computer and its software |
| **Geography** | I can describe seasonal weather changes | I can describe seasonal weather changes | I can describe seasonal weather changes  I can use words such as near and far, left and right to talk about where things are (linked with POR Robot & blue bird)  I can link home with other places in my area  I can understand how some places are linked to other places e.g roads, trains  I can ask simple geographical questions – what’s it like to live in this place?  I can describe and compare familiar places (village walk) | I can describe seasonal weather changes | I can describe seasonal weather changes  I can make simple maps and plans eg pictorial place in a story  I can use simple maps of the local area  I can use simple observational tools to study the geography of the school and its school grounds  I can name describe and compare places I know  I can use words such as near and far, left and right to talk about where things are (linked with POR Robot & blue bird) | I can show I know about changes in the local environment  I can suggest ideas for improving the environment  I can suggest ideas for improving the school environment |
| **History** | I can place known events in the order they happened (related to story in English) | I can use common words and phrases relating to the passing of time (toys)  I can sort historical objects from 'then' and 'now'  I can describe some simple similarities and differences between man-made objects  I can identify similarities and differences between ways of life in different periods (museum boxes)  I can talk, draw or write about aspects of the past. | I can relate my own account of an event and understand that others may give a different version (Church Trip)  I can sequence events and recount changes within living memory (Church Trip) | I can sequence events and recount changes within living memory (personal timeline)  I can talk, draw or write about aspects of the past  I can place known events in the order they happened  I can talk, draw or write about aspects of the past. | I can place known events in the order they happened  I can relate my own account of an event and understand that others may give a different version (Pirate day) | I can understand key features of events (astronaut history)  I can understand events, people and changes/ understand key features of events (astronaut history)  I can talk, draw or write about aspects of the past.  I can ask and answer relevant basic questions about the past  I can find answers to some simple questions about the past from simple sources of information. |
| **Art** | I can draw things I have seen or imagined using lines (observational drawing)  I can try out ways mark-making using different tools (observational drawing)  I can try out ways mark-making using different tools (Bog Baby)  I can say what I like about other people’s artwork (walking gallery) | I can make marks in print using different objects and basic tools and use these to make repeating patterns (animal foot prints)  I can try out ways mark-making using different tools (Divas)  I can try out different materials to design and make products (minibeast clay models)  I can say what I like about other people’s artwork (walking gallery) | I can cut glue and trim materials to make pictures (Robot materials collage)  I can make structures by joining simple objects together (Robot junk modelling)  I can say what I like about other people’s artwork (walking gallery) | I can make structures by joining simple objects together  I can sort, cut and shape fabric and experiment with ways of joining them (Mother’s Day cards)  I can say what I like about other people’s artwork (walking gallery) | I can use art to record my ideas (sea monsters)  I can draw things I have seen or imagined using lines (sea monsters)  I can try out ways mark-making using different tools (wave painting)  I can say what I like about other people’s artwork (walking gallery) | I can say what I like about other people’s artwork (walking gallery) |
| **DT** | I can use pictures and words to describe what I want to do  I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing  I can use a range of simple tools to cut, join and combine materials and components safely  [Making Bog Babies] | I can use pictures and words to describe what I want to do  I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing  I can use a range of simple tools to cut, join and combine materials and components safely  [Making Gruffalo masks] | I can build structures exploring how they can be made stronger, stiffer and more stable  [Making 3D junk robots] | I can talk about what I eat at home and begin to discuss what healthy foods are  I can say where some food comes from and give examples of food that is grown  I can use simple tools with help to prepare food safely  I can create a simple design for my product  I can use pictures and words to describe what I want to do  [Making healthy fruit pots] | I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing  I can use a range of simple tools to cut, join and combine materials and components safely  I can ask simple questions about existing products and those that I have made  I can use wheels in a product  I can create a simple design for my product  I can use pictures and words to describe what I want to do  [Making a moving picture] |  |
| **R.E.** | Looking at the world around us and how the world was created. How different religions believe the world was created. | Finding out about how different religions show thankfulness for the natural world. | Finding out how different faiths welcome new people into their communities. Talking to a person of faith about the role of the church in people’s lives. | Thinking about how and why religious people show care and concern for humanity. Learning about the events in Holy Week. Also looking at special books (both personal and religious), hearing and understanding a range of stories from them. | Recognising some religious books and practises associated with them. Begin to be aware of similarities between different religions. Expressing own experience and feelings about things that are important in their lives. | Hearing a range of stories from different religious books. Exploring different beliefs people hold including belief in God/gods. Understanding different religious traditions. |
| **P.E.** | **Dance**  I can count music  I can develop my movement memory  I can work with a partner to create movements  I can work at different levels​​​​  I can perform a sequence of actions which have a clear start, middle and ending  **Multi-skills – Ball skills**  I can hit an object with my hand or bat  I can track and retrieve a rolling ball  I can throw and catch a variety of objects  I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag cannot fall out  I can throw a small ball underarm accurately so that it reaches its target  I can return the ball back to a base or zone  I can run between bases to score points  I can work with others to stop players scoring | **Gymnastics**  I can walk along a straight line without swaying to one side or another  I can use simple gymnastics actions and shapes  I can apply basic strength to gymnastic actions  I can recognise like actions and link them  **Multi-skills – Ball Skills**  I can develop my sending and receiving skills  I can field as part of a team  I can use different body positions to intercept the path of a ball  I can distinguish between the role of a batter and the role of a fielder  I can begin to understand simple tactics  I can attempt to catch a ball that has been hit in the air  I can throw a small ball underarm accurately so that it reaches its target | **Dance**  I can build simple movement patterns  I can compose and link actions  I can make my own simple movement phrases  I can march in time  I can move and turn as a group  I can perform a simple canon  **Multi-skills – Athletics**  I can link running and jumping  I can learn and refine a range of running techniques  I can develop a range of throwing techniques  I can throw over longer distances | **Gymnastics**  I can perform a variety of basic gymnastic actions  I can show control in my movements  I can turn, twist, spin, rock and roll  I can link these movements  I can perform longer movement phrases and link them with confidence  **Multi-skills – Athletics**  I can increase my stamina and core strength  I can work with others to complete complex tasks  I can improve my strength, balance, agility and co-ordination  I can run in between posts placed in a long line bending my legs and body to help me change direction  I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down  I can jump a long distance using my arms and legs to help push me forward and land safely  I can jump high, bending my knees and swinging my arms to help move me higher | **Multi-skills – Net games**  I can send objects to a given target  I can catch and intercept objects  I can roll a ball to a target  I can attack and defend in a pair  I can compete in a simple tournament  **Multi-skills – Striking Games**  I can send an object with increased confidence using my hand or bat  I can move to a moving ball to return it  I can send and return a variety of balls  I can work with a partner to receive and return balls  I can score points against my opposition | **Multi-skills – Net games**  I can recognise changes in my body during exercise  I can move to defend goals  I can communicate with a partner  I can position myself to defend  I can recognise rules and apply them  I can use and apply simple strategies and tactics  I can explain why we enjoy exercise  **Multi-skills – Striking Games**  I can feed the ball over the net  I can use a variety of movements to track balls  I can control my body and limbs to move efficiently  I can send objects from sitting, kneeling and standing positions  I can work as part of a team to score points  I can select and apply skills to beat the opposition |
| **Music** | Exploring pitch and duration - learn a variety of songs linked to harvest, day and night, seasons e.t.c  Learn to internalise and perform repeated rhythm patterns using percussion instruments | Preparation for Nativity  Children to add musical sounds to a Christmas story  What makes a good sound?  Explore dynamics | Learn about different musical genres – Baroque music –main indicators  Introduction to glockenspiels – children learn how to play a simple tune on glockenspiels | ‘Red Riding Hood’– Exploring pitch, rhythm and pulse through singing songs in unison and two parts. Children start to learn to play together in an ensemble using tuned and untuned instruments with increasing control and rhythmic accuracy | Exploring instruments and sounds – the orchestra-learn to identify instruments by their sound | Further develop singing skills – sea shanties – explore tempo and dynamics |
| **PSHE** | **Rules and Routines**  School values  PART what they mean,  what it looks like in school, understand how to get tokens  **Health and well-being**  Behaviours that contribute to healthy lifestyle | **Health and well-being**  Safety around substances  Similarities and differences between people  Following instructions to stay safe  **Relationships**  Know what bullying is and where to go for help | **Relationships**  Describe family and friends  Name some feelings and emotions  Belonging to different groups  Say some things they have in common with other people | **Relationships**  Name some feelings and emotions, talk about themselves, recognise that people behave in different ways | **Living in the Wider World**  Understand that their locality is part of the wider world, understand that people can harm or improve the environment | **Living in the Wider World**  Understand that needs are different to wants  Recognise different coins we use and that we have to pay for things we need or want |