**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 BabyThe Gruffalo  | The Gruffalo (continued) Traction Man  | Robot and the Bluebird | My first book of fantastic poemsLittle Red Riding Hood | How to Find Gold | 10 Things I can do to Help My WorldLook Up! |
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| **Trips / Visits**  |

 | Exploring school grounds in autumn | Superhero dress up dayChristmas Class Cinema | Exploring school grounds in springVisit 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 groupsI can use letter sounds to work out and read new wordsI can read new words correctly by blending the letter and letter group sounds I have been taughtI can read many common exception wordsI can read many words quickly and accurately without needing to sound and blend words I have seen beforeI 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 experiencedI 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 knowI can explain clearly my understanding of texts which have been read to meI can join in with words when I can guess what is coming nextI can use what I have already read or heard, or information a teacher has given me, to help me understand what I am readingI can talk about the title and events in books I have read or heardI can say how the characters might feel in a story I have read or heard on the basis of what is said and doneI can say what might happen next in a storyI 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 groupsI can read new words correctly by blending the letter and letter group sounds I have been taughtI can read many common exception wordsI can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -estI can read words of more than one syllable using sounds that I have been taughtI can read many words quickly and accurately without needing to sound and blend words I have seen beforeI 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 featuresI 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 othersI can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experiencedI can enjoy and understand rhymes and poems, and can recite some by heartI 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 knowI can use what I have already read or heard, or information a teacher has given me, to help me understand what I am readingI can usually spot if a word has been read wrongly by following the sense of the textI can say how the characters might feel in a story I have read or heard on the basis of what is said and doneI can say what might happen next in a story | **Word Reading**I can say quickly the sound of all the letters and letter groupsI can read new words correctly by blending the letter and letter group sounds I have been taughtI can read many common exception wordsI can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -estI can read words of more than one syllable using sounds that I have been taughtI can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or lettersI 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 othersI can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experiencedI 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 knowI can usually spot if a word has been read wrongly by following the sense of the textI can say how the characters might feel in a story I have read or heard on the basis of what is said and doneI 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 taughtI can break down spoken words into their sounds and spell some correctlyI can use simple spelling rulesI can write the correct spellings in simple sentences I hear my teacher sayI can name the letters of the alphabet in orderI can add -ing**Handwriting**I can sit correctly at a table, holding a pencil comfortably and correctlyI can write numbers 0-9I can write lower-case letters in the correct direction, starting and finishing in the right place: begin cursive handwritingI 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 aboutI can say my sentence out loud before I write itI can join my sentences together to make a storyI 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 sentencesI can use spaces between wordsI can use capital letters and full stops | **Spelling**I can break down spoken words into their sounds and spell some correctlyI can spell some common exception wordsI can spell the days of the weekI can write the correct spellings in simple sentences I hear my teacher sayI can name the letters of the alphabet in orderI can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same soundI know the plural rule and can use -s and -es in the right placeI 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, quickestI can use simple spelling rules**Handwriting**I can sit correctly at a table, holding a pencil comfortably and correctlyI can write capital lettersI can write lower-case letters in the correct direction, starting and finishing in the right place – cursive handwriting taught in phonics lessonsI can see which letters belong to which handwriting 'families'**Composition**I can say my sentence out loud before I write itI can join my sentences together to make a storyI can read my sentence and check that it makes senseI can talk about my writing with my teacher or children in my classI 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 sentencesI can add s or es to words to make them plurals e.g. dog, dogs; wish, wishesI can add -ing and -er to the end of a word to make a new word e.g. helping, helperI can use joining words like 'and'I can use capital letters and full stops | **Spelling**I can spell some common exception wordsI can spell the days of the weekI can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same soundI can add un- to the start of a word to make a different wordI 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, quickestI can use simple spelling rules**Handwriting**I can write capital lettersI 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 storyI can read my sentence and check that it makes senseI can talk about my writing with my teacher or children in my classI 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, wishesI can add -ing and -er to the end of a word to make a new word e.g. helping, helperI can show you how un- added to the beginning of a word can change its meaningI can use joining words like 'and' – no capital letter for andI can use capital letters and full stopsI can use question marks and exclamation marksI 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 |
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| **Maths**  |

 | **Number and PV**

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| I can count to and past 100, forwards and backwards starting from any numberI can count and read numbers to 100 in numeralsI can count and write numbers to 100 in numeralsI can identify one more and one less, given a starting numberI can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, leastI 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 wordsI can read and understand number statements using +, - and =I can write number statements using +, - and =I can use number bonds up to 20I can use subtraction facts up to 20**Geometry – shape**I can recognise and name common 2-D shapes such as rectangles, squares, circles and trianglesI 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 wordsI can read and understand number statements using +, - and =I can write number statements using +, - and =I can use number bonds up to 20I can use subtraction facts up to 20**Number and PV**I can count to and past 100, forwards and backwards starting from any numberI can count and read numbers to 100 in numeralsI can count and write numbers to 100 in numeralsI can count in jumps of 2, 5 and 10sI can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, leastI can read and write numbers from 1 to 20 in numbersI can read and write numbers from 1 to 20 in words | **Number and PV**I can use counting to solve problems with bigger numbersI 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 shorterI can solve problems for mass and weights by telling which objects are heavier or lighterI 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 anotherI can measure weight or mass and write these measurements downI can measure capacity or volume and write these measurements downI can measure and begin to record length/height | **Multiplication and Division**I can count in jumps of 2, 5 and 10sI can answer multiplication questions using objects, pictures and other equipmentI can answer division questions using objects, pictures and other equipment**Fractions**I can find and name 1/2 (half) of an object, shape or amountI 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 numberI can count and read numbers to 100 in numeralsI can count and write numbers to 100 in numeralsI can identify one more and one less, given a starting numberI can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, leastI can read and write numbers from 1 to 20 in numerals I can count and write numbers to 100 in numeralsI 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 laterI can measure time in hours, seconds or minutes and write these measurements downI can talk about dates using the days of the week, weeks, months and yearsI can tell when things happened by using these words: before, after, next, first, today, yesterday, tomorrow, morning, afternoon, eveningI 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 animalsI can spot and name a variety of common animals that are carnivores, herbivores and omnivoresI 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 madeI 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 materialsI 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 treesI can name and describe the basic structure of a variety of common flowering plants, including trees**Weather**I can explain changes through springI 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 treesI 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 summerI 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 waysI can look closely, using equipmentI can name and groupI can use my observations and ideas to suggest answers to questions |
| **Computing**  | I know to tell an adult if I see anything worrying onlineI can recognise how I use technology in my home and at school I can use a computer mouseI can switch on & shut down a computerI can use a keyboardI can launch an application & manipulate windowsI can save a fileI can use different brush tools to create a particular image | I can type on a keyboardI can edit textI can launch an application & manipulate windowsI can save a fileI can identify and practise my computer skills | I know to tell an adult if I see anything worrying onlineI can type and format text, then save my workI can open saved work and edit textI can use shapes to create a particular image | I can make changes to improve my workI can add text to a paintingI can select and format textI can format the fontI can type symbols and save files | I know to tell an adult if I see anything worrying onlineI can describe and use instructions to program a characterI 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 changesI 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 areaI can understand how some places are linked to other places e.g roads, trainsI 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 changesI can make simple maps and plans eg pictorial place in a storyI can use simple maps of the local areaI can use simple observational tools to study the geography of the school and its school groundsI can name describe and compare places I knowI 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 environmentI can suggest ideas for improving the environmentI 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 objectsI 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 pastI can place known events in the order they happenedI 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 doI can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishingI 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 doI can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishingI 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 areI can say where some food comes from and give examples of food that is grownI can use simple tools with help to prepare food safelyI can create a simple design for my productI 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 finishingI 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 madeI can use wheels in a productI can create a simple design for my productI 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 musicI can develop my movement memoryI can work with a partner to create movementsI 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 batI can track and retrieve a rolling ballI can throw and catch a variety of objectsI 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 outI can throw a small ball underarm accurately so that it reaches its targetI can return the ball back to a base or zoneI can run between bases to score pointsI can work with others to stop players scoring | **Gymnastics**I can walk along a straight line without swaying to one side or anotherI can use simple gymnastics actions and shapesI can apply basic strength to gymnastic actionsI can recognise like actions and link them**Multi-skills – Ball Skills**I can develop my sending and receiving skillsI can field as part of a teamI can use different body positions to intercept the path of a ballI can distinguish between the role of a batter and the role of a fielderI can begin to understand simple tacticsI can attempt to catch a ball that has been hit in the airI can throw a small ball underarm accurately so that it reaches its target | **Dance**I can build simple movement patternsI can compose and link actionsI can make my own simple movement phrasesI can march in timeI can move and turn as a groupI can perform a simple canon**Multi-skills – Athletics** I can link running and jumpingI can learn and refine a range of running techniquesI can develop a range of throwing techniquesI can throw over longer distances | **Gymnastics**I can perform a variety of basic gymnastic actions I can show control in my movementsI can turn, twist, spin, rock and rollI can link these movementsI can perform longer movement phrases and link them with confidence**Multi-skills – Athletics** I can increase my stamina and core strengthI can work with others to complete complex tasksI can improve my strength, balance, agility and co-ordinationI can run in between posts placed in a long line bending my legs and body to help me change directionI can hop on one leg on the spot, using my arms to help me balance, without putting my other foot downI can jump a long distance using my arms and legs to help push me forward and land safelyI 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 targetI can catch and intercept objectsI can roll a ball to a targetI can attack and defend in a pairI can compete in a simple tournament**Multi-skills – Striking Games** I can send an object with increased confidence using my hand or batI can move to a moving ball to return itI can send and return a variety of ballsI can work with a partner to receive and return ballsI can score points against my opposition | **Multi-skills – Net games**I can recognise changes in my body during exerciseI can move to defend goalsI can communicate with a partnerI can position myself to defendI can recognise rules and apply themI can use and apply simple strategies and tacticsI can explain why we enjoy exercise**Multi-skills – Striking Games** I can feed the ball over the netI can use a variety of movements to track ballsI can control my body and limbs to move efficientlyI can send objects from sitting, kneeling and standing positionsI can work as part of a team to score pointsI 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.cLearn to internalise and perform repeated rhythm patterns using percussion instruments | Preparation for NativityChildren 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 valuesPART 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 substancesSimilarities and differences between peopleFollowing instructions to stay safe**Relationships**Know what bullying is and where to go for help | **Relationships**Describe family and friendsName some feelings and emotionsBelonging to different groupsSay 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 wantsRecognise different coins we use and that we have to pay for things we need or want |