

Deansfield Primary School

Year Group 1

Curriculum Overview 2017 – 2018

<p>Reading Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Make simple predictions</p>	<p>Writing Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers</p>	<p>Grammar Leave spaces between words Begin to use basic punctuation: . ? ! Use capital letters for proper nouns. Use common plural & verb suffixes</p> <p>Speaking & Listening Listen & respond appropriately Ask relevant questions Maintain attention & participate</p>
<p>Number/Calculation Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays</p>	<p>Geometry & Measures Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects</p>	<p>Describe position & movement, including half and quarter turns</p> <p>Fractions Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$</p>

Foundation Subjects	Autumn 1 Whole School Focus: Cultural art PHSCE Core Values: Respect and Creativity Co-operation	Autumn 2 Whole School Focus: International Project PHSCE Core Values: Responsibility Kindness	Spring 1 Whole School Focus: Take One PHSCE Core Values: Trust Fairness	Spring 2 PHSCE Core Values: Fairness Positivity	Summer 1 PHSCE Core Values: Individuality Honesty	Summer 2 PHSCE Core Values: Confidence Enjoyment
PHSCE	<p>Living in the wider world: respect for self and others: help construct and follow classroom rules Whole school focus – local community fundraising project Health and well-being: identifying a healthy lifestyle SRE: naming main parts of the body</p>	<p>Positive relationships at school: what does it feel like to be bullied? Living in the wider world: belonging to groups and communities. Whole school focus – International Week and fundraising Health and well-being: identifying people who help us</p>	<p>Relationships: share opinions and explain views to recognise what is fair and unfair, kind and unkind, right and wrong. Listening to others and playing and working co-operatively</p>	<p>Health and well-being: to learn from experiences, to celebrate and recognise their strengths and set goals. Likes and dislikes, making good choices</p>	<p>Positive relationships at school: What makes people unique/different? Developing understanding of disability and celebrating difference</p>	<p>Living in the wider world: what improves and harms their natural environment</p>

<p>Science</p>	<p>Ourselves Animals including Humans</p> <ul style="list-style-type: none"> - Identify, name and label parts of the body and say which part of the body is associated with each sense - the senses(sight, taste,) <p>Seasonal changes throughout the year</p>	<p>Everyday materials</p> <p>Names of materials and their properties</p> <p>Making comparison changes</p> <p>sorting and classifying</p>	<p>Animals</p> <p>Carnivores/herbivores</p> <p>Classifying animals – mammals, reptiles, etc</p> <p>Grouping animals by habitats – farmyard, sea</p> <p>Birds</p>	<p>Materials</p> <p>Properties and qualities of materials</p> <p>Observation and testing of materials</p>	<p>Plants:</p> <p>Recognise parts of a plant, sorting and classifying</p>	<p>Animals:</p> <p>mini-beasts</p> <p>Sorting and classifying</p> <p>Habitats</p>
<p>Computing</p>	<p>E-Safety</p> <p>How computers work: recognise common uses of information technology beyond school</p> <p>Using technology effectively</p> <p>Data: 'Humans'</p> <p>Organise, store and retrieve digital content</p> <p>Programming algorithms - Roamers</p>	<p>E-Safety</p> <p>How computers work: recognise common uses of information technology beyond school</p> <p>Word processing – create a label on Word for Christmas decoration</p>	<p>E-Safety</p> <p>How computers work: recognise common uses of information technology beyond school</p> <p>Using technology effectively:</p> <p>Use technology purposefully to create: I can animate</p> <p>Understand how to take photos and videos on computer devices</p> <p><i>I can animate</i></p> <p>To use simple authoring tools to create their own content and begin to add basic effects to sections of text. Apply photographs, drawings and sound.</p>	<p>E-Safety</p> <p>How computers work: recognise common uses of information technology beyond school</p> <p>Programming, coding and control</p> <p>; Explore a range of control devices.</p> <p>Recognise computational thinking by following instructions to move around a course or within a route</p> <p>Understand how to plan and create a series of basic instructions to move a computer device around a course or within route.</p> <p>Use a control device to create a set of commands for the computer to follow with support (Chn click a single block for something to happen on a bee-bot.)</p> <p>Understand instructions needed to move control devices, such as beebots.</p> <p>Apply understanding of instructions to create simple shapes or follow a route.</p> <p>Make logical predictions for outcomes either independent or with support†</p>	<p>E-Safety</p> <p>How computers work: recognise common uses of information technology beyond school</p> <p>Use of internet for research – research on web browser for dinosaur leaflets</p>	<p>E-Safety</p> <p>How computers work: recognise common uses of information technology beyond school</p> <p>Using technology effectively</p> <p>Data:</p> <p><i>Minibeasts</i></p> <p>Organise, store and retrieve digital content</p>
<p>Design and technology</p>	<p>Prepare dishes</p> <p>Oliver's vegetables:</p> <p>Tasting raw/cooked vegetables</p> <p>Develop a food vocabulary</p> <p>Group familiar food products</p> <p>Make soup</p>	<p>Textiles/ materials</p> <p>Salt dough Christmas decorations</p>	<p>Textiles/Materials</p> <p>Creating a scene, characters and puppets for animation</p>	<p>Build structures:</p> <p>Developing stability in bases</p> <p>Building rockets</p>	<p>Prepare dishes:</p> <p>Using tools for preparation of a product</p> <p>Healthy sandwiches</p>	<p>Design a habitat for a mini beast:</p> <p>Children to work in groups and take on different roles within the design/make</p>

History	<p>Personal chronology Grandparents Sequence events and describe memories of events Equal opportunities – celebrate diversity within families</p>	<p>Toys then and Now Sorting artefacts and using different sources to pose and answer questions about the past Visit to the Heritage Centre</p>			<p>Develop range and depth of historical knowledge To recognise why people did things in the past through story St. George</p>	
Geography		<p>Local Geography (linked to Literacy) Visit to Sevendroog Castle Identify key features of the local area</p>	<p>Devise a simple map Construct basic symbols in a key Use aerial photos and perspective to make maps</p>	<p>Use simple fieldwork and observations Study of the geography of Eltham Use directional language Mapping and map making Produce an information leaflet on the local area</p>	<p>Use Geographical language related to other countries- investigating key features of landscape in Africa Link to text: Lila and the Secret of Rain</p>	<p>Knowledge of the world - continents and oceans Where The Forest Meets the Sea</p>
Religious Education	<p>Belonging unit: across two terms In this unit pupils draw on their understanding of what it means to belong, and then relate it to how children are given a sense of belonging in four religions: Christianity, Islam, Hinduism and Sikhism. Pupils investigate how children are welcomed into different religions. They think about how people show they belong and what is special for them about belonging. Diwali: Hinduism unit 1</p> <p>Equal opportunities – Diwali party with siblings</p> <p>Key Questions</p> <p>What understanding do Hindus have about God?</p> <p>What do stories at Diwali explain about God?</p> <p>What is the role of a Hindu temple in a Hindu's life?</p>	<p>Belonging unit Christianity unit 1: Christmas Key Questions</p> <p>What do Christians remember at Christmas?</p> <p>What do Christians believe about Jesus?</p> <p>Why is the Bible important to Christians?</p> <p>Concepts: AT1: Beliefs, teachings and sources. Practices and ways of life. Concept of God. Forms of expression. AT2: Meaning, purpose and truth.</p>	<p>Belonging unit Judaism unit 1 Shabbat, day of rest</p> <p>Key Questions</p> <p>Why is Shabbat important to Jews?</p> <p>Why do Jews attend the synagogue?</p> <p>Why a day of rest?</p> <p>Concepts:</p> <p>AT1: Beliefs, teachings, sources; Practices and ways of life. AT2: Identity and belonging. Meaning, purpose and truth</p>	<p>Belonging unit</p> <p>Christianity: Easter</p> <p>The Easter Story – Brian Wildsmith Link to Literacy</p>	<p>Jesus the Teacher: Christianity Key Questions</p> <p>What values do Christians believe Jesus taught?</p> <p>How do Christians believe Jesus taught them these values?</p> <p>Concepts: Beliefs, teachings and sources. Practices and ways of life. Values and commitments.</p> <p>Jesus' teaching and life give Christians the perfect example; Jesus told stories about forgiveness and love: The Lost Son and The Good Samaritan</p> <p>The Bible: include story of Noah's Ark</p>	<p>Islam unit 1: Prophet Muhammad</p> <p>Key Questions</p> <p>What do Muslims believe?</p> <p>Why is Prophet Muhammad (pbuh) important to Muslims?</p> <p>what is the Qur'an?</p> <p>Concepts:AT1: Beliefs, teachings, sources; Practices and ways of life. AT2: Identity and belonging. Meaning, purpose and truth.</p>
Art and design	<p>Drawing: Close observational drawing using sketching pencils – shading Matisse: cut and shape paper using scissors Arrange and glue</p> <p>Painting: work from observation and match colours, Ready mix paint: use different brush sizes Create a thumb pot diwa</p> <p>Sketch Books</p>	<p>Printing Printing with ink (skeletons)</p>	<p>Malleable Materials Sculpture linked to text: Beegu (Beegu focus: colour mixing, collage – cityscapes)</p>	<p>Drawing Mark making Experiment with mixed media Linked to text: Eye of the Wolf</p>	<p>Drawing Experimenting with media: oil pastels Observe and draw shapes from real plants, Match colours and create hues.</p>	<p>Sculpture: Manipulate malleable materials. Clay/modrok recyclable Materials To create minibeasts Trip to Environmental Centre Use of natural materials to create a scene</p>



<p>Languages French Understand a few simple words and phrases. Respond to and say a few simple words and phrases</p>	<p>Greetings/names Instructions Numer 1 – 10 The family linked to ourselves</p> <p>The face and body – science link</p>	<p>Colours Toys – history link</p>	<p>Animals</p>	<p>Opposites – big/little, long/short thin/fat</p>	<p>Colours, fruit and vegetables – DT link</p>	<p>Animals, mini beasts – science link</p>
<p>Music Whole year: Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music</p>	<p>Introduce staff notation for simple rhythms</p> <p>Learn songs about the body and senses</p>	<p>Learn Christmas songs</p>	<p>Explore small percussion instruments – how can you play them</p> <p>Introduce stringed and woodwind instruments</p>	<p>Listen to music inspired by transport</p> <p>Learn songs about transport</p>	<p>Explore West African music through djembe drumming</p> <p>Learn African playground songs</p>	<p>Compose short rhythm pieces which suggest animal sounds and movement</p> <p>Learn songs about animals</p>
<p>Physical Education</p>	<p>Gym Master basic movement, e.g. balance, agility and co-ordination</p> <p>Games Participate in team games</p> <p>Forest School</p>	<p>Dance To perform dances using simple movement</p> <p>Cricket To master skills in throwing, catching and hitting a ball</p> <p>Forest School</p>	<p>Gym Master basic movement, e.g. balance, agility and co-ordination</p> <p>Dance To perform dances using simple movement</p> <p>Forest School</p>	<p>Gym Master basic movement: balance, agility and co-ordination</p> <p>Dance To perform dances using simple movement</p> <p>Forest School</p>	<p>Games Participate in team games</p> <p>Athletics Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</p> <p>Forest School</p>	<p>Tennis To master skills in bouncing, catching and co-ordination</p> <p>Athletics Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</p> <p>Forest School</p>