

Easebourne Church of England Primary School

Year 1 Curriculum Overview

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
POSSIBLE VISIT/ VISITORS						
Key Texts			 	 	  	  
Writing Purpose	Writing to entertain: Stories (including re-tell a fairy tale) Writing to inform: letter	Writing to entertain: stories (including re-tell a fairy tale) Writing to inform: Letters (to Goldilocks)	Writing to entertain: draft short narrative <i>*dialogue*</i> Writing to inform: instructions (recipe) Explantion (frog facts)	Writing to entertain: stories (including re-tell a fairy tale) Writing to inform: instructions (bee friendly garden) Letter (to our neighbours)	Writing to entertain: poetry Story to include prepositions	
Writing Skills	Use familiar adjectives to add detail e.g. red apple, bad wolf. Combine words to make sentences, including using sequence sentences to form short narratives.	<i>Settings/ explore through looking at images in text</i> <i>Engage with a character</i> <i>Engage with illustration</i> <i>Sequence a story</i>	<i>Understand and use basic sentence structures including questions and statements.</i> <i>Begin to use past tense forms of verbs in spoken language.</i>	<i>Understand and use basic sentence structures including questions and statements.</i> <i>Begin to use the past tense forms of verbs in spoken language.</i> <i>Nouns</i>	<i>Write sentences with capital letters and full stops.</i> <i>Use sequencing words to organize ideas in writing.</i> <i>Understand and use basic sentence structures including questions and statements.</i>	

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	Separate words with spaces.		<i>Write correctly sequenced command sentences.</i>		<i>Appropriate use of past and present tense.</i>	<i>Begin to use past tense forms of verbs in spoken language.</i>
	Use sentence demarcation (. ! ?)		<i>Using verbs</i>		<i>Use sequencing words to organize ideas in writing</i>	<i>Rhyme/ alliteration/ repetition</i>
			<i>Recognise and read contractions in short and expanded form</i>			
Handwriting	Printing Script Consolidation of letter formation of lower-case letters in a smaller size: CC Letters: c, a, o, d, g, q, e, s L Letters: l, i, t, u OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y All capital letters. Print first name with capital letter for first letter.		Pre-cursive Script CC Letters: c, a, o, d, g, q, e, s L Letters: l, i, t, u All capital letters. Write first name in pre-cursive. (Once completed, repeat to ensure letter formation and letter size is correct for the first two letter families.		Pre-cursive Script OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y All capital letters. Write first and last name in pre-cursive. (Once completed, repeat to ensure letter formation and letter size is correct for the final two letter families and more complex letters.)	
Phonics	Phase 3/ 4 review + 4 phase 5 GPCS Review Phase 3 GPCS ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear. Air, er /z/ s –es Words with two or more digraphs e.g. queen, thicker. Phase 4: CVCC, CCVC, CCVCC, CCCVC. Phase 4 with long vowels. Phase 5 - /ai/ ay play, /ow/ ou cloud, /oi/ oy toy, /ee/ ea each. Review longer words and tricky words: put, pull, full, push, to, into, l, no, go, of, he, she, we, me, be, was,	Phase 5 graphemes /ur/ ir bird, /igh/ ie pie, /oo/ /yoo/ ue blue rescue, /yoo/ u unicorn (their, people, oh, your). /oa/ o go, /igh/ i tiger, /ai/ a paper, /ee/ e he (Mr, Mrs, Ms, ask). /ai/ a-e shake, /igh/ i-e time, /oa/ o-e home, /oo/ /yoo/ u-e rude cute (could, would, should, our). /ee/ e-e these, /oo/ /yoo/ ew chew new, /ee/ ie shield, /or/ aw claw (house, mouse, water, want). Grow the code: /igh/ ie i i-e, /ai/ ay a a-e, /oa/ oa o o-e,	Phase 5 graphemes /ee/ y funny, /e/ ea head, /w/ wh wheel, /oa/ oe ou toe shoulder (any, many, again). /igh/ y fly, /oa/ ow snow, /j/ g giant, /f/ ph phone (who, whole, where, two). /l/ le al apple metal, /a/ c ice, /v/ ve give (school, call different). /u/ o-e o ou some, mother, young, /z/ se cheese, /s/ se ce mouse fence, /ee/ ey donkey (thought, through, friend, work). Grow the code:	Phase 5 graphemes /ur/ or word, /oo/ u awful, would, /air/ are share, /or/ au aur oor al author, dinosaur, floor, walk (once, laugh). /ch/ tch match, /ch/ ture adventure, /ar/ al half, /ar/ a father (because, eye). /or/ a water, Schwa in longer words: different, /o/ a want, /air/ ear ere bear, there. /ur/ ear, learn, /r/ wr wrist, /s/ st sc whistle science, Schwa at the end of words: actor. /c/ ch school, /sh/ ch chef, /z/ /s/ ce se ze freeze	Review Phase 5 GPCS (for phonics screening check) Ay play, a-e shake, ea each, e he, ie pie, i-e time, o go, o-e home, ue blue resuce, ew chew, new, u-e rude cute, aw claw, ea head, ir bird, ou cloud, oy toy, i tiger, a paper, ow snow, u unicorn, ph phone, wh wheel, ie shield, g giant.	Phase 5 graphemes /ai/ eigh aigh ey ea eight straight grey break, /n/ kn gn knee gnaw, /m/ mb thumb, /ear/ ere eer here deer (busy, beautiful, pretty, hour). /zh/ su si treasure vision, /j/ dge bridge, /i/ y crystal, /j/ ge large (move, impove, parents, shoe). /sh/ ti ssi si ci potion mission mansion delicious, /or/ augh our oar ore daughter pour oar more. <i>Review</i>

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	<p>you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today.</p>	<p>/ee/ e ie e-e ea, /oo/ /yoo/ ew u-e u ue</p>	<p>/oo/ u ew ue u-e ui ou oo fruit, soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>			
<p>MATHS (ONGOING SKILLS)</p>	<ul style="list-style-type: none"> • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number • explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s • explore the structure of the odd numbers as being composed of 2s and 1 more • explore the composition of each of the numbers 6, 8, and 10 • explore number tracks and number lines and identify the differences between them 	<ul style="list-style-type: none"> • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number • explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes • explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure 		<ul style="list-style-type: none"> • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction) • practise retrieving previously taught facts and reason about these 		
<p>MATHS</p>	<p>Place Value</p> <ul style="list-style-type: none"> • Sort objects • Count objects • 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 	<p>Place Value (within 20)</p> <ul style="list-style-type: none"> • Count within 20 • Understand 10 and 1 • Understand 11, 12, 13 • Understand 14, 15, 16 • Understand 17, 18, 19 • Understand 20 • 1 more and 1 less • The number line to 20 • Use a number line to 20 • Estimate on a number line to 20 		<p>Place Value (within 100)</p> <ul style="list-style-type: none"> • Counting to 100 • Partitioning numbers • Comparing numbers (1) • Comparing numbers (2) • Ordering numbers • One more, one less <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Count in 2s • Count in 5s • Count in 10s 		

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- Less than, greater than, equal to
 - Compare numbers
 - Order objects and numbers
 - The number line
- Addition and Subtraction (within 10)**
- Introduce part-whole model
 - Addition symbol
 - Fact families - addition facts
 - Find number bonds for numbers within 10
 - Systematic methods for number bonds within 10
 - Number bonds to 10
 - Compare number bonds
 - Addition: adding together
 - Addition: adding more
 - Finding a part
 - Subtraction: taking away, how many left?
 - Subtraction: taking away, crossing out
 - Subtraction: finding a part, breaking apart
 - Fact families - the 8 facts
 - Subtraction: counting back
- Shape**
- Recognise and name 3D shapes
 - Sort 3D shapes
 - Recognise and name 2D shapes
 - Sort 2D shapes
 - Patterns with 3D and 2D shapes

- Compare numbers to 20
 - Order numbers to 20
- Place Value (within 50)**
- Count from 20 to 50
 - 20, 30, 40, 50
 - Count by making groups of tens
 - 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
- Addition and Subtraction (within 20)**
- Add by counting on within 20
 - Add ones using number bonds
 - Find and make number bonds
 - Doubles
 - Near doubles
 - Subtract ones using number bonds
 - Subtraction: counting back
 - Subtraction: finding the difference
 - Related facts
 - Missing number problems
- Length and Height**
- Measure length
 - Measure length (cm)
 - Compare lengths
 - Order lengths
 - Four operations with lengths
- Mass and Volume**
- Introduce weight and mass
 - Measure mass
 - Compare mass
 - Measure mass in grams
 - Measure mass in kilograms
 - Introduce capacity and volume

- Make equal groups
 - Add equal groups
 - Make arrays
 - Make doubles
 - Make equal groups - grouping
 - Make equal groups - sharing
- Fractions**
- Find a half
 - Recognise a half
 - Find a quarter
 - Recognise a quarter
- Position and Direction**
- Describe turns
 - Describe position
 - Describe movement
 - Describe movement and turns
 - Make patterns with shapes
- Money**
- Recognise coins
 - Recognise notes
 - Count in coins
- Time**
- Before and after
 - Dates
 - Time to the hour
 - Time to the half hour
 - Writing time
 - Comparing time

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			<ul style="list-style-type: none"> • Measure capacity • Compare volume • Measure in millilitres • Measure in litres 			
SCIENCE	<p>Animals Inc Human Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Describe and compare the structure of a variety of common animals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Identify and name a variety of common animals</p> <p>Seasonal Change Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>		<p>Materials Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal Change Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>FOREST SCHOOL LINK</p> <p>Seasonal Change Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>		
COMPUTING	<p>Computing systems and networks Technology around us</p> <ul style="list-style-type: none"> • Recognise technology in the classroom and beyond. • Identify how technology is used in different environments. • Understand the basic parts of a computer. • Learn how to use a mouse and keyboard. • Explore how to use technology safely. 	<p>Creating media – Digital painting</p> <ul style="list-style-type: none"> • Explore digital painting tools. • Create digital artwork using different tools and techniques. • Understand the differences between digital and traditional painting. • Save and retrieve digital work. • Share digital artwork with others. 	<p>Programming A – Moving a robot</p> <ul style="list-style-type: none"> • Understand what a robot is and how it can be programmed. • Learn basic programming concepts using simple commands. • Sequence commands to make a robot move. • Debug simple programs to correct errors. • Explore how robots are used in the real world. 	<p>Data and information – Grouping data</p> <ul style="list-style-type: none"> • Understand what data is and how it can be grouped. • Collect and sort data into different categories. • Use pictograms to represent data. • Interpret data from pictograms. • Discuss the importance of data in everyday life. 	<p>Creating media – Digital writing</p> <ul style="list-style-type: none"> • Learn to use a keyboard to type text. • Format text using basic word processing tools. • Create and edit digital documents. • Save and retrieve digital documents. • Share digital writing with others. 	<p>Programming B – Programming animations</p> <ul style="list-style-type: none"> • Understand the basics of animation. • Use simple programming tools to create animations. • Sequence commands to animate characters. • Debug animation programs to correct errors. • Share animations with others.
HISTORY	<p>Overall Theme: This is Easebourne</p> <p>History Enquiry Question: Is there any difference between our school today compared to the time of your parents or grandparents?</p>		<p>Overall Theme: Life in a City</p> <p>History Enquiry Question: How did the Great Fire affect London?</p>		<p>Overall Theme: Around the World in x days</p> <p>History Enquiry Question: How has the invention of flight changed the world?</p>	

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	Focus Significant Historical Individual: Pupils own Parents and Grandparents		Focus Significant Historical Individual: Samuel Peyps		Focus Significant Historical Individual: Amy Johnson	
GEORGAPHY	Overall Theme: This is Easebourne Geography Enquiry Question: What is the weather like in Easebourne and how does it change over the year?		Overall Theme: Life in a City Geography Enquiry Question: Is it better to live in a village or a city?		Overall Theme: Around the world in x days Geography Enquiry Question: What is a continent and how are they different?	
ART AND DESIGN	Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance. Link to Stone Age – Forest School to make own charcoal!		Cloth, Thread, Paint Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.		Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	
DESIGN AND TECHNOLOGY	Food: Preparing Fruit & Vegetables – skills only Science link – Plants – what can we eat? fruit & veg (The Greenhouse? - fruit & veg shop, Midhurst)		Mechanisms – Slides & Levers Designing, making and evaluating a moving storyboard to retell a fairy tale to the class. Link to English: fairy tales/storytelling		Freestanding Structures Designing, making and evaluating a strong chair for Baby Bear Forest school link	
RELIGIOUS EDUCATION	What do Christians believe that God is like? Understanding Christianity: - God	Why does Christmas matter to Christians? Understanding Christianity: Incarnation	Why is learning to do good deeds so important to Jewish people? Emmanuel Project Judaism	Why does Easter matter to Christians? Understanding Christianity: Salvation	Who made the World? Understanding Christianity: Creation	Why do Jewish families say so many Prayers and blessings? Emmanuel Project Judaism
PHYSICAL EDUCATION	Run, Jump, Throw (Unit 1) Unit focus: Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.	Send and Return (Unit 1) Unit focus: Able to send and object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.	Gymnastics Unit Focus: Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them	Dance Unit Focus: Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds and perform with different body parts.	Hit, Catch, Run (unit 1) Unit Focus: Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects	OAA Unit Focus: Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence
MUSIC	Rhythm and Pulse Games respond to the pulse and play rhythm patterns		Instrumental Games follow simple visual directions to play percussion		World Music	

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	Singing for a musical performance Christmas Production Harvest and Christmas		Create musical sound effects Fairytale Soundtracks Explore percussion to enhance storytelling		Explore instruments from different traditions e.g. African drumming, Brazilian Samba and Balinese Gamelan Singing Games Simple songs, chants and rhymes Country Dancing	
RSHE	Being Me in My World <ul style="list-style-type: none"> Understand the concept of belonging and being part of a class. Recognise the importance of rules and why we have them. Learn about rights and responsibilities. Understand the importance of feeling safe and valued. Develop an understanding of how to contribute to the class. Explore the concept of rewards and consequences. 	Celebrating Difference <ul style="list-style-type: none"> Recognise that everyone is different and unique. Understand the importance of respecting differences. Learn about bullying and how to deal with it. Develop empathy and understanding towards others. Explore ways to make new friends. Celebrate what makes each person special. 	Dreams and Goals <ul style="list-style-type: none"> Set simple goals and understand the steps to achieve them. Recognise the importance of perseverance. Learn about different jobs and aspirations. Understand the concept of working together to achieve goals. Develop a sense of pride in accomplishments. Reflect on personal achievements and set new goals. 	Healthy Me <ul style="list-style-type: none"> Understand the importance of physical activity and healthy eating. Learn about personal hygiene and its importance. Recognise the need for rest and sleep. Understand how to stay safe in different situations. Develop strategies for managing feelings and emotions. Explore ways to keep the body and mind healthy. 	Relationships <ul style="list-style-type: none"> Recognise different types of relationships (family, friends, etc.). Understand the importance of kindness and respect in relationships. Learn about the qualities of a good friend. Develop skills for resolving conflicts. Understand the importance of listening and communication. Explore ways to show appreciation and care for others. 	Changing Me <ul style="list-style-type: none"> Understand the concept of change and how it affects us. Learn about the human life cycle and stages of growth. Recognise the changes that occur from baby to adult. Develop an understanding of personal changes and feelings. Explore ways to cope with change and transition. Reflect on personal growth and development.