



**Clockhouse Primary School
Year 1 Curriculum Overview**



TERM	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	Woodland Life	London Life	Seaside Life
QUESTION / SCENARIO	<i>Why do elephants not live in the woods?</i>	<i>Does all of the UK look the same?</i>	<i>Why do people go on holiday to the seaside?</i>
STUNNING STARTER	Nature Trail	Creating a range of objects linked to London for the Corridor. post box, taxi, landmarks	Create a mini beach in the quad sensory activity
MARVELLOUS MIDDLE	Birds of Prey Show	Afternoon tea with the queen – Parents invited in.	Trip to Southend to visit the sea life centre
FABULOUS FINISH	Gruffalo trail	Model demonstration of how the fire spread during the Great Fire of London.	Ice cream parlour shop – Parents invited in to buy ice cream
POSSIBLE VISITS / VISITORS	Trip to the local church (linked to Christmas) Thorndon Country Park/ Weald Country Park	Visit to London	Sea life Centre Southend
ENGLISH	<u>Core Text</u> Superworm by Julia Donaldson Owl babies by Martin Waddell The Gruffalo by Julia Donaldson	<u>Core Text</u> Paddington Bear by Michael Bond Arghhhhhh! Spider Katie in London By James Mayhew	<u>Core Text</u> Flotsam by David Weisner Bog Baby by Jeanne Willis
	<u>Genres to Cover</u> Character description Letter Setting description Non-Chronological report Narrative - Retell Wanted Poster Narrative – Beginning of a story	<u>Genres to Cover</u> Instructions Character description Poetry – Acrostic Setting description Non-Chronological Report Postcard	<u>Genres to Cover</u> Recount Fact File Narrative Description Recount Narrative
MATHS (on-going skills)	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and one less 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 Read and write numbers from 1 to 20 in numerals and words. Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 (including number bonds to 10 and number bonds to 20)		

<p>MATHS (cross curricular links)</p>	<p>Place value Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less Read and write numbers from 1 to 20 in numerals Identify and represent numbers using objects and pictorial representations including the number line Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Measurement 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</p>	<p>Addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20</p> <p>Multiplication and division 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</p> <p>Measurement Compare, describe and solve practical problems for: Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Mass/weight [for example, heavy/light, heavier than, lighter than] Measure and begin to record the following: Lengths and heights mass/weight</p> <p>Problem Solving Task: Investigation Introducing odd and even numbers</p>	<p>Addition and subtraction Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p> <p>Measurement Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for: Time [for example, quicker, slower, earlier, later] Measure and begin to record the following: time (hours, minutes, seconds)</p> <p>Geometry – properties of shape Recognise and name common 2-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]</p>	<p>Addition and subtraction Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Number- fractions 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.</p> <p>Measurement Recognise and know the value of different denominations of coins and notes Compare, describe and solve practical problems for: Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record the following: Capacity and volume Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Problem Solving Task: Shape & Measure 2D shape Art</p>	<p>Geometry- position and direction Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Addition and subtraction Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p> <p>Multiplication and division 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</p> <p>Geometry – properties of shape 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].</p>	<p>Measurement Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Recognise and know the value of different denominations of coins and notes</p> <p>Number- fractions 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.</p> <p>Addition and subtraction Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Measurement Compare, describe and solve practical problems for: Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Mass/weight [for example, heavy/light, heavier than, lighter than] Time [for example, quicker, slower, earlier, later] Measure and begin to record the following: Lengths and heights mass/weight</p> <p>Real life/enterprise style maths: Raise money for endangered sea life animal</p> <p>Problem Solving Task: Open Ended Staircase Problem</p>
<p>SCIENCE</p>	<p>Plants</p>	<p>Animals including Humans</p>	<p>Materials</p>	<p>Animals including humans</p>	<p>Plants</p>	<p>Animals including Humans</p>

COMPUTING	Programming Toys: Bee-Bots	Creating Media: Digital Writing Online Safety: To recognise the importance of being careful when posting and sharing online.	Coding: On the Move Online Safety: To understand how to treat others, both online and in person To identify how people's feelings and emotions can be affected by online content.	Technology Around Us Online Safety: To know what the internet is and how to use it safely	Creating media: Digital Imagery Online Safety: To safely search for images
HISTORY	The Gunpowder Plot		The Great Fire of London		The Seaside Past and Present
GEOGRAPHY	Marvellous Maps		Town and Country		Coastal Regions
ART AND DESIGN	Drawing / Sculpture Sculpture: Andy Goldsworthy and Jay Stillman		Drawing / Printing / Mixed Media Artist: Bridget Riley and Stephen Wiltshire Key Skill: Colour Mixing		Drawing / Painting / Printing / Mixed Media Collage Painter: Renoir, Sorolla and Peder Severin Krøyer.
DESIGN AND TECHNOLOGY	Moving Pictures - (Mechanisms)		Bridges - (Structures)		Seaside Snacks - (Cooking and Nutrition and Textiles)
RELIGIOUS EDUCATION	1.7 Who is Christian and what do they believe?	1.6 What festivals do different religions celebrate?	1.9 How do religions celebrate the birth of a baby?	1.7 Who is Christian and what do they believe?	1.5 In what ways is a church important to believers 1.4 What can we learn from creation stories?
PHYSICAL EDUCATION	Autumn 1 Fundamentals Unit 3 Dance Autumn 2 Ball Skills Gymnastics		Spring 1 Invasion Dance Spring 2 Sending and Receiving Team Building		Summer 1 Striking and Fielding Fitness Summer 2 Net and Wall Athletics
MUSIC	<u>Sing Up</u> The Menu Song (Listen / Sing / Play / Compose) Christmas Songs (singing)		<u>Sing Up</u> Football (Listen / Sing / Play / Compose) Boomwhakers (Listen/Sing/Play)		<u>Sing Up</u> Come Dance with Me (Listen / Sing) End of Year Assembly / Boomwhakers (Listen/Sing/Play)
PSHE	Relationships: What are the school rules and values? How does our behaviour affect other people? Character Education Lesson-Values	Living in the Wider World: What is our role in the Clockhouse community? Health and Wellbeing: What makes us unique and special? How do we manage when things go wrong? Character Education Lesson-Teamwork	Relationships: How are we cared for? The roles of different people in our families. Character Education Lesson-Self-Awareness	Living in the Wider World: What is money? How is money made and used? Character Education Lesson-Integrity	Relationships: What is privacy? Seeking permission and staying safe. Character education lesson - community. Health and wellbeing: Moving into Year 2 - what have you achieved this year? What goals can we set for the new school year? Character education lesson - resilience.

LIFE SKILL	To use scissors accurately.	To use a knife and fork correctly including table manners.	To know how to cross a road safely.
<p>HOME LEARNING QUESTS</p>	<p>Make character from book for corridor display (Room on a Broom, The Gruffalo) Design a weather van</p>  <p>Research different common trees and plants, naming them and where they would find them. Visit a park/forest to identify them and create an information poster. Create a piece of art work based on the seasons and add research information about it</p>	<p>Make London landmark using junk modelling for corridor display and label it with any key facts that they discover about the landmark – who designed them? Where in London are they? Why are they significant?</p>  <p>Write about a famous attraction in London you visited and what you did/saw. What did it look like in the past? Research about a key figure that has a link to London – Guy Fawkes, The Queen or another member of the Royal Family Plan a trip to London and what you would do while you were visiting</p>	<p>Design and make a sea animal/creature who lives in the sea for corridor display Learn about what seashores were like in the past Research about different UK seaside resorts or about a habitat that might be found at the seaside e.g. rock pool, around the coast line, on the beach Why do we have light houses? Create an information poster about them.</p>
<p><i>Note where specific objectives are not referenced above, refer to the National Curriculum or related documents</i></p>			