



# YEAR 1 CURRICULUM OVERVIEW

## BRIDGEWATER PRIMARY SCHOOL

|  | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1  | SUMMER 2   |
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| <b>ENGLISH</b><br><br><b>Core texts</b>          | Willy the Wizard<br><b>Anthony Browne</b><br><br>We're Going on a Bear Hunt<br><b>Michael Rosen</b>                              | The Gruffalo <b>Julia Donaldson</b><br><br>The Tiger Who Came to Tea<br><b>Judith Kerr</b><br><br>Aliens Love Panta Claus<br><b>Claire Freedman</b> | Dogger <b>Shirley Hughes</b><br><br>Lost in the Toy Museum<br><b>David Lucas</b><br><br>One Springy Day<br><b>Nick Butterworth</b> | Mr Gumpy's Outing<br><b>John Burningham</b><br><br>Callum's Incredible Construction Kit<br><b>Jonathan Emmet</b> | The Pig's Knickers<br><b>Jonathan Emmet</b><br><br>The Bog Baby<br><b>Jeanne Willis</b><br><br>Cinnamon<br><b>Neil Gaiman</b> | Jack and the Beanstalk<br><b>Mara Alperin</b><br><br>Rumble in the Jungle<br><b>Giles Andeae</b> |
| <b>Writing genre covered throughout the year</b> | Character description, Setting description, Story, Non-Chronological Report, Diary entry, Poetry, Non-fiction text, Instructions |   |  |  |   |  |

| <b>MATHS</b>   |   |   |  |
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| <b>Programme of study (Statutory requirements)- Most children will</b>   |   |   |  |
| <u><b>Number and place value</b></u> <ul style="list-style-type: none"> <li>count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens</li> <li>given a number, identify one more and one less</li> </ul> | <u><b>Multiplication and division</b></u> <ul style="list-style-type: none"> <li>solve simple one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul> <u><b>Geometry: properties of shapes</b></u> | <u><b>Fractions</b></u> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul> | <u><b>Measures</b></u> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:</li> <li>lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)</li> </ul> |

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| <ul style="list-style-type: none"> <li>• identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>• read and write numbers from 1 to 20 in digits and words</li> </ul> <p><b><u>Addition and subtraction</u></b></p> <ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero</li> <li>• solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</li> </ul> | <p>Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <li>• 2-D shapes (e.g. Snakes (including Tigers), circles and Pandas)</li> <li>• 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</li> </ul> | <p><b><u>Geometry: position, direction, motion</u></b></p> <ul style="list-style-type: none"> <li>• order and arrange combinations of objects and shapes in patterns</li> <li>• describe position, directions and movements, including half, quarter and three-quarter turns.</li> </ul> | <ul style="list-style-type: none"> <li>• mass or weight (e.g. heavy/light, heavier than, lighter than)</li> <li>• capacity/volume (full/empty, more than, less than, quarter)</li> <li>• time (quicker, slower, earlier, later)</li> <li>• measure and begin to record the following: <ul style="list-style-type: none"> <li>• lengths and heights</li> <li>• mass/weight</li> <li>• capacity and volume</li> <li>• time (hours, minutes, seconds)</li> </ul> </li> <li>• recognise and know the value of different denominations of coins and notes</li> <li>• sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</li> <li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>• tell the time to the hour and half past the hour and draw</li> </ul> |
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|  |  |  | the hands on a clock face to show these times. |
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| YEAR 1                     |  |   |  |                                      |  |   |
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|                            | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2                             | SUMMER 1   | SUMMER 2  |
| LEARNING CHALLENGE HISTORY | Why can't a Meerkat live in the North Pole?  |   | Are 'today's toys' more fun than toys from the past? |                                      | Where I Live   | Travel and Transport  |
|                            |  |   | Are 'today's toys' more fun than toys from the past? |                                      |  | Travel and Transport  |
| GEOGRAPHY                  | Why can't a Meerkat live in the North Pole?  |   |  |                                      | Where I Live   |   |
| ART                        | Colour mixing, painting of autumn leaves-<br>Science<br>Looking at hot and cold colours-Topic lesson | Colour mixing-Topic   | Artist – Drawing skills and artist study             | Artist – Key skills and artist study | Printing-Using sponges for animal textured skin, carrots for snake skin. | Painting-Water colours thin thick brushes LS Lowry-<br>Topic local area<br>Textiles-Weaving |
| DT                         |  | Mechanisms - Moving postcard<br><br>Christmas Cards<br>Christmas Hats |  | Materials-glove puppet               |  | Cooking & Nutrition -<br>Make a fruit kebab,<br>design a fairy cake                         |

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| SCIENCE   | Seasonal Changes-<br>How do the seasons impact on what we do?                              | Seasonal Changes-Why does it get darker earlier in winter?                       | Plants/Animals-<br>Which birds and plants would Little Red Riding Hood find in our park? | Everyday Materials -<br>What do aliens think of life on planet Earth? | Animals-Why are humans not like tigers? |  |
| COMPUTING | Unit 1.1: Online Safety<br>(4 Lessons)<br>Unit 1.2:<br>Grouping and sorting<br>(2 Lessons) | Unit 1.3:<br>Pictograms<br>(3 Lessons)<br>Unit 1.4: Lego Builders<br>(3 Lessons) | Unit 1.5:<br>Maze Explorers<br>(4 Lessons)   | Unit 1.6:<br>Animated Story Book<br>(5 Lessons)                       | Unit 1.7: Coding<br>(6 Lessons)         | Unit 1.8:<br>Spread sheets<br>(3 Lessons)<br>Unit 1.9: |

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|              |  |  |  |  |   | Technology outside of school<br><b>(2 Lessons)</b>  |
| <b>PE</b>    | Dance<br>Multisports   | Dance<br>Multisports   | Ball Games<br>MultiSports  | Ball Games<br>MultiSports  | Gymnastics<br>Athletics   | Gymnastics<br>Athletics   |
| <b>MUSIC</b> | Mr Charles – Pitch, pulse, dynamics & singing  | Mr Charles – Pitch, pulse, dynamics & singing  | Mr Charles – Rhythm work, boomwhackers, singing, pulse, tempo, dynamics  | Mr Charles – Rhythm work, boomwhackers, singing, pulse, tempo, dynamics  | Mr Charles – Rhythm work, boomwhackers, singing, pulse, tempo, dynamics, blending sounds, song structure                        | Mr Charles – Rhythm work, boomwhackers, singing, pulse, tempo, dynamics, blending sounds, song structure  |
| <b>PSHE</b>  | <b>Being me in my world</b><br>-Understanding rights and responsibilities of being part of a community.<br>-Recognising emotions such as proud.    | <b>Celebrating Differences</b><br>-Identifying difference between peers.<br>-Exploring difference as being special and unique. | <b>Dreams and goals</b><br>-Identify and explore our success in new challenges.<br>- Set goals and look at the step by step process in order to achieve this.  | <b>Healthy Me</b><br>-Identify ways of keeping bodies healthy and safe.<br>-Recognise how being healthy helps us feel happy. | <b>Relationships</b><br>-Explore and identify what makes a good friend.<br>-Recognise who helps me within our school community. | <b>Changing me</b><br>-Identifying changes which have happened eg, walking, teeth falling out.<br>-Explore changes happening as we grow by looking at lifecycle of frogs and butterflies.<br>Transition to Year 2 |
| <b>RE</b>    | Who is a Christian and what do they believe?<br>(Christianity)<br>Christmas: Autumn 2 – Jesus as a gift – Why is Jesus so important to Christians? |  | How and why do we celebrate sacred times?<br>(Christianity, Islam and Judaism)<br>Easter: Spring 2 – What happened at Easter and how does it make people feel? |  | What makes some places sacred?<br>(Christianity, Islam and Judaism)   |   |