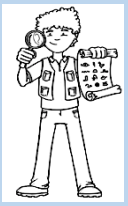
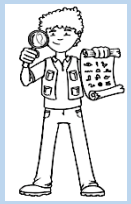
Year 1 Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reader (phonics)	https://sfa.fft.org.uk/wpc_downloader/core/?wpc_action=view&id=1691					
Author 	**Instructions:** We're going on a Bear Hunt. **Narrative:** The Three Little Pigs **Handwriting:** Ladder Family (l, i, u, t, y, j)	**Recount:** A day in the life of a Nurse. **Poetry:** Oi Dog **Seasonal Narrative:** Robin Red Vest **Handwriting:** One Armed Robot Family (n, m, h, k, b, p, r)	**Non- Chronological Report:** Animal Fact File **Narrative:** Goldilocks and the Three Bears **Handwriting:** The Curly Caterpillar Family (c, a, d, e, s, g)	**Instructions:** The Disgusting Sandwich **Non- Chronological Report:** Weather Report **Poetry:** Oh Dear, Look What I've Got! **Handwriting:** The Curly Caterpillar Family (f, g, o). The Zig- Zag Monster Family (z, v)	**Letter:** Hamilton's Hat **Narrative:** The Kings Pants **Handwriting:** The Zig- Zag Monster Family (w, x) Consolidation and Capital Letters	**Recount:** A Day at the Zoo **Narrative:** Up and Down **Handwriting:** Consolidation
Mathematician 	**Number and Place Value:** Previous Reception experiences and counting within 100	**Number and Place Value:** Comparison of quantities and part–whole relationships **Addition and Subtraction:** Numbers 0-5	**Shape:** Recognise, compose, decompose and manipulate 2D and 3D shapes **Number and Place Value:** Numbers 0-10 **Addition and Subtraction:** Numbers 0-10	**Addition and Subtraction:** Additive Structures **Number Facts:** Addition and subtraction facts within 10	**Number and Place Value:** Numbers 0- 20 **Number Facts:** Unitising and coin recognition	**Other:** Position and Direction Time

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Enquiry						
	Artist: What do artists do? Create a pointillism artwork to display in an art exhibition. 	**Scientist** (geographer, artist)**:** How does our School Change? Autumn Create a seasonal landscape of the school. 	**Engineer** (scientist)**:** How do we move? Create an animal pop-up book with a lever or pivot mechanism. 	**Historian:** How could we play in different ways? Create a game from the past or the present. 	**Scientist (**artist**):** What are we? Create a clay sculpture of an animal with a description of the animal group. 	**Engineer** (scientist)**:** What is my hat made from? Create a hat for a purpose and wear during a fashion show. 
	Scientist (geographer, engineer, artist) What grows near us? Create a line drawing of plants that grow near us. 	**Historian:** How can we help? Open up a museum on what nursing was like in the past. 	**Geographer:** Where is my school? Create a soundscape map of the school. 	**Scientist** (geographer, artist)**:** How does our School Change? Spring Create a seasonal landscape of the school. 	**Scientist** (geographer, artist)**:** How does our School Change? Summer Create a seasonal landscape of the school. 	**Artist:** What might I do in the future? Create a portrait with a description of their future dreams. 

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		Scientist (geographer, artist)**:** How does our School Change? Winter Create a seasonal landscape of the school. 		**Scientist** (geographer, engineer, artist) What grows near us? Create a line drawing of plants that grow near us. 		
Philosopher (PSHE) 	Being me in My World.	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Philosopher (RE) 		Who is a Christian and what do they believe?	What makes some places special?	How and why do we celebrate special and sacred times?	What does it mean to belong to a faith community?	
Engineer (Computing) 	Technology around us.	Creating media- Digital Painting	Creating media- Digital Writing	Data and Information- Grouping Data	Programming- Moving a Robot	Programming- Animations

Year 1 Curriculum Overview

Athlete (PE) 	Footwork One Leg Balance 	Jumping and Landing Seated Balance 	Dynamic Balance Stance 	Ball Skills Counter Balance 	Sending and Receiving Reaction/ Response 	Ball Chasing Floor Work 
Musician 	**King is in the Castle** Keeping a steady pulse and performing rhythms.	**Colonel Haiti** Maintaining a steady beat through marching and percussion playing. **Magical Aquarium** Exploring timbre and creating musical pictures through sound.	**Football Chants** Composing and performing rhythmic chants.	**Dawn from Sea Interludes** Using musical elements to describe mood and imagery. **Musical Conversations** Using call and response to create musical conversations.	**Cat and Mouse** Using musical elements to tell a story. Nautilus Creating music to represent a journey.	**Come Dance with Me** Using rhythm and pulse to create dance inspired performances.