Year 1 Curriculum Overview

| | Year 1 | Aut | umn | Sp | ring | Sun | nmer | | | |
|---|-------------------------------|---|---|--|-----------------|--|-----------------------------|--|--|--|
| <i>p</i> 0 | Word reading | Phonics Programme – Re | ad, Write, Inc | | | | | | | |
| Reading | Comprehension | Phonics Programme – Read, Write, Inc | | | | | | | | |
| | Transcription | Phonics/ spelling programme (NC appendix 1) | | | | | | | | |
| <u>8</u> | Composition | Short narratives (NC p24) | | | | | | | | |
| Writing | VGP | NC appendix 2 | | | | | | | | |
| Speaking and Listening | | 12 statutory statements (NC p17) | | | | | | | | |
| Maths | | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion | | | | | | | | |
| Science | | Everyday Materials | | Looking at Animals | | Plant Detectives | | | | |
| | | Using our Senses | | Everyday Materials | | Looking at Animals | | | | |
| History | | Our History | | Our local area – Lion farm to Oldbury High Street | | Kings and Queens | | | | |
| Geography | | Weather and Habitats | | Local study – The Lion Farm | | Through the seasons | | | | |
| Art and Design | | Colour, Line and collage (Artist – Kandinsky/Paul | | Pop Art (Artist – Andy Warhol/Roy Lichtenstein) | | Landscapes (Artist – Monet) | | | | |
| Art and Design | | Klee) | | Painting – dot images, block colour | | Painting – landscapes | | | | |
| | | Painting/ drawing – 'In the style of' | | Explore use of colour | | Colour washes | | | | |
| | | Primary and secondary colours | | Explore manipulating hue and contrast | | Warm and cool colours | | | | |
| | | Early drawing skills in line | | | | | | | | |
| | | Simple collage and arrangement of shape | | | | | | | | |
| DT | | Mechanisms - Sliders and levers | | Food - Preparing fruit and vegetables | | Mechanisms - Wheels and axles | | | | |
| Computing | | Online safety/tech outside school | | Grouping and sorting | | Maze explorers | | | | |
| Computing | | Animated stories | | Pictograms | | 2. Lego builders | | | | |
| | | | | 3. Spreadsheets | | 3. Coding | | | | |
| | | | | - | | 4. Tech out side school | | | | |
| PE | | Activity Skills | | Dance | | Tri Golf | | | | |
| | | Gymnastics | | Cricket | | Athletics | | | | |
| Music | | Hey You! | Rhythm in the way we walk – Banana rap | In the Groove | Round and Round | Your Imagination | Reflect, Rewind and Replay. | | | |
| RE | What do Christians believe Go | | | Beginning to Learn Sikhs: Stories of the Sikh Gurus. Why does Easter matter to Christians? | | Beginning to learn Islam: What can we learn from stories of the Prophet? | | | | |
| | | Why does Christmas mat | ter to Christians? | | | | | | | |
| | | | | | | Questions that puzzle us: What can we learn from deep thinking? | | | | |
| | | Statutory subject in all ye | = - | | | | | | | |
| Curriculum based on Sandwell Agreed Syllabus and Understanding Christianly resources. | | | | | | | | | | |