

Year 1 Yearly Curriculum Overview Tottenham Infant School 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics Catch-up learning from 2019-20	Can you live on a river?	Why are we so special?	Did my grown-up play with an iPad?	How many people have walked on the moon?	Animals	Jack, how does your garden grow?
Texts	Three little pigs The Tiger Who Came to Tea 	Shopping basket Shine A Chubby Snowman (Poem) 	Lost toy museum Little people big ideas: Alan Turing Poems 	Coin Operated - animation Book Week- Author Ava Twist Scientist 	My Cat Likes to Hide in Boxes Tiger in the Garden 	Jack and the beanstalk 
Theme days/ Trips/visitors	Harvest Festival London Marathon Event Community Police	Seasonal changes learning walk Children in Need Staying Safe- NSPCC Day Church-Virtual Assembly Day of Democracy Road Safety Anti-Bulling Pathways Assembly	Safer Internet Day/week Kindness Week Eco Award Launch First Aid Week National Handwriting Day	Book Week Science week International Womens Day	Seasonal changes learning walk Workshop Health Week National Walking Month Fire Safety	Palmers Green Library Trip Art Week Sports Day International Day 30 Days Wild Art Week
Values	Making Friendships	Connie Confidence	Oscar Organisation	Gabby Get Along	Pete Persistence	Ricky Resilience
Phonics/Reading	In class - Letters and Sounds - Individual reading/Guided reading in class					
English Shine Little people Big Dreams: Alan Turing Ada Twist Scientist Tiger in the Garden	Traditional/Fairy Tales: Three little pigs Narrative- Stories with predictable phrases The Tiger Who Came to Tea -Writing simple sentences with capital letters and full stops. -hears and says the initial sound in words Can segment the sounds in simple words and blend them together -name the letters of the alphabet	Shopping Basket Narrative- Contemporary Fiction-stories reflecting children's own experiences. To write a series of sentences to re-tell events based on personal experiences. Shine Narrative - Contemporary on difference and how our differences make us special. A Chubby Snowman Poetry- writing rhyming sentences. Recite poems form memory. -hears and says the initial sound in words	Toy Museum Narrative- Contemporary Fiction-stories reflecting children's own experiences. Non-Fiction- Non-chronological reports-series of sentences to describe aspects of the subject. Little people big ideas: Alan Turing (Cross curricular: history and Computing) -using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example,	Coin operated Narrative- Writes sentences to re-tell Non-Fiction- Diary entry from the perspective of a historical figure. (Neil Armstrong) -using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] -sequencing sentences to form short	Tiger in the Garden Narrative Invent own stories My Cat likes to hide in boxes- Poetry- Structures- Rhyming couplets- predictable phrases Non- Fiction - fact file based on secondary research on an animal. (Linked to science subject) -using the prefix un- -using -ing, -ed, -er and -est where no change is needed in the spelling of	Traditional/Fairy Tales Jack and the Beanstalk Narrative- Contemporary Fiction-. Innovate stories Non-fiction - Instructional text focusing on taking care of a plant. (Linked to science subject) -using the prefix un- -using -ing, -ed, -er and -est where no

	<ul style="list-style-type: none"> -Writes his/her name and other things such as labels/captions -Writes some irregular common words -writes simple sentences which can be read by himself/herself and others -Link sounds to letters, naming and sounding the letters of the alphabet -Uses phonic knowledge to decode regular words and reads them aloud accurately - the days of the week -naming the letters of the alphabet in order -sit correctly at a table, holding a pencil comfortably and correctly -begin to form lower-case letters in the correct direction, starting and finishing in the right place -form capital letters -saying out loud what they are going to write about 	<ul style="list-style-type: none"> Can segment the sounds in simple words and blend them together -name the letters of the alphabet -Writes his/her name and other things such as labels/captions -Writes some irregular common words -writes simple sentences which can be read by himself/herself and others -Link sounds to letters, naming and sounding the letters of the alphabet -Uses phonic knowledge to decode regular words and reads them aloud accurately -using the spelling rule for adding -s or -es as the plural marker for -nouns and the third person singular marker for verbs -words containing each of the 40+ phonemes already taught -common exception words -composing a sentence orally before writing it -sequencing sentences to form short narratives -leaving spaces between words -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> helping, helped, helper, eating, quicker, quickest] -apply simple spelling rules and guidance -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far -understand which letters belong to which handwriting -read their writing aloud, clearly enough to be heard by their peers and the teacher -joining words and joining clauses using 'and' 	<ul style="list-style-type: none"> narratives -re-reading what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> root words [for example, helping, helped, helper, eating, quicker, quickest] -re-reading what they have written to check that it makes sense -read their writing aloud, clearly enough to be heard by their peers and the teacher -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] -re-reading what they have written to check that it makes sense -read their writing aloud, clearly enough to be heard by their peers and the teacher -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
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<p>Maths</p>	<ul style="list-style-type: none"> -Count an irregular arrangement of up to ten objects -Use language of "more" and "fewer" to compare two sets of objects Find the total number of items in two groups by counting all of them. - Counting numbers 1-20 -Sort objects -Counting 1-10 -Writing numbers 1-10 -One to one correspondence -One more and less -Comparing objects and amounts - Addition and Subtraction up to 10 - Number bonds to 10 	<ul style="list-style-type: none"> - Begin to use the vocabulary involved in adding and subtracting in practical activities and discussions - Counting numbers 1-20 - To use mathematical names for "solid" 3D shapes and "flat" 2D shapes, and mathematical terms to describe shapes. - Addition and subtraction to 20 - Recognise and sort 2D AND 3D shapes - Tens and ones - One more and less -Order objects -Compare objects and numbers 	<ul style="list-style-type: none"> -Addition and subtraction 1-20 - Number bonds to 10 - Comparing numbers - Counting 1-50 - Tens and ones - One more and less - Compare objects and numbers 	<ul style="list-style-type: none"> -Order two or three items by weight, capacity, length or height -Counting in 2s and 5s -Compare length and height -Measure length - introduce weight and mass -Measuring mass -Compare mass -Measure capacity - Compare Capacity 	<ul style="list-style-type: none"> Solve problems including doubling, halving and sharing. - Counting in 10s - Making equal groups - Doubles - Multiplication and Division - Finding halves and quarters 	<ul style="list-style-type: none"> -Measure short periods of time in simple ways. -Order and sequences familiar events -positional language and directions -counting to 100 - portioning numbers -Comparing numbers -One more and less -Recognising coins and notes -counting coins - dates - time to the hour and the half hour - comparing time -Writing time
<p>Science Ada Twist Scientist</p>	<p>Seasons- Autumn</p> <p>Ourselves-Using our senses</p> <p>-Practical investigation/Enrichment sessions</p> <ul style="list-style-type: none"> - How many layers of material will stop me from feeling the princess' pea? -How noisy is the crowded house 	<p>Seasons- Winter-Spring</p> <p>Materials</p> <p>-Practical investigation/Enrichment sessions</p> <ul style="list-style-type: none"> -What properties do ice and water have? -How will you decorate your picture frame? 	<p>Seasons- Spring-Summer</p> <p>Animal Antics</p> <p>-Practical investigation/Enrichment sessions</p> <ul style="list-style-type: none"> -Which animals live in our homes with us? -Which is on the menu today? <p>Plants</p> <p>-Practical investigation/Enrichment sessions</p> <ul style="list-style-type: none"> - What different types of plants, leaves and flowers can be found? 			
<p>Computing Little people Big Dreams: Alan Turing</p>	 <p>Purple Mash Scheme of work</p> <ul style="list-style-type: none"> On-Line Safety unit 1 Sorting and Grouping unit 2 Pictograms unit 3 Lego Builders unit 4 (complete a simple program on a computer) 		 <p>Purple Mash Scheme of work</p> <ul style="list-style-type: none"> Maze Explorers unit 5 Technology outside of school unit 9 Animated Stories unit 6 		 <p>Coding Unit 7</p> <p>Spreadsheets Unit 8</p>	
<p>R.E</p>	<p>Christianity</p> <p>Harvest Festival</p>	<p>Christianity</p> <p>Nativity Story</p>	<p>Hinduism</p> <p>Holi and Stories of Krishna</p>	<p>Islam</p> <p>Call to Prayer</p>	<p>Judaism- Shabbat</p>	<p>Common features of religions- Shared values</p>

Art and Design
Design Technology

Printing
Andy Warhol



- Print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables
- Take simple prints i.e. mono-printing
- Design and build repeating patterns and recognise pattern in the environment
- Create simple printing blocks for press print
- Experiment with overprinting motifs and colour

Sculptures
Anthony Gormley



- Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading
- Explore sculpture with a range of malleable media including clay
- work safely with materials and tools
- Experiment with constructing and joining recycled, natural and manmade materials

Design Technology:
Fruit salad Kebab.
Christmas biscuit



Design Technology
Toy Making
Roly Poly toy

Colour
Starry Night
Van Gogh



- Use a variety of tools and techniques i.e. brush sizes and types e.g. pop art colours, layering, mixing psychedelic colours, contrasting colours
- Mix and match colours to artefacts and objects
- Work on different scales
- Name and mix primary and secondary colours, shades and tones-
- Create textured paint by adding material, i.e. sand or plaster
- Confidently name all the colours
- Find collections of colour
- Variety of shades
- Apply colour with a range of tools

Design Technology-
Moving Mechanisms

Texture and Collage
Tiger in the Jungle
Henri Rousseau



- Create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc.
- Collect, sort and group materials for different purposes in different ways/shapes, i.e. texture, colour
- Arrange and glue materials to different backgrounds
- Fold, crumple, tear and overlap papers weaving
- How textiles create things

Creating individual piece of art work.
Comparing the style of different artists

<p>Humanities Geography History Little people Big Dreams: Alan Turing</p>	<p>Geography Our local area Different types of houses (past and present)</p> <ul style="list-style-type: none"> -Name and locate the 4 countries of the United Kingdom. -Name, describe and compare familiar places -Know about some present changes that are happening e.g. at school, in their local environment -Make simple maps and plans. -Use world maps, atlases and globes to identify the UK and its countries (Places significant to the children at Tottenham eg India, Pakistan, Bangladesh) 		<p>History Toys (past & present) The Life of a significant individual in the past: Neil Armstrong</p> <ul style="list-style-type: none"> -Place known events and objects in chronological order. -Sequence events and recount changes within living memory. -Use common words and phrases relating to the passing of time -Find answers to some simple questions about the past from simple sources of information -Explore historical artefacts and sort 'then' and 'now'. Describe some simple similarities and differences between artefacts -Relate his/her own account of an event and understand that others may give a different version -Talk, draw or write about aspects of the past -Explore timeline related to key events or significant individuals -Understand key features of events -Learn about the lives of significant individuals -Identify some similarities and differences between ways of life in different periods 		<p>Geography Look at the United Kingdom, countries & cities Equator/ Hot and Cold countries.</p> <ul style="list-style-type: none"> -Use directional language to describe the location of features and simple routes on a map. -Use simple observational skills to study the geography of the school and its grounds. - Ask simple geographical questions and discuss responses -Describe seasonal and daily weather changes -Use basic geographical vocabulary to refer to key features of place -Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles -Suggest ideas for improving the school environment – playgrounds, gardens. -Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK -Name and locate the capital city of England 	
<p>Music Music Express</p>	<p>Music Express Ourselves & Number</p>	<p>Music Express Our School & Weather</p>	<p>Music Express Song Sack</p>	<p>Music Express Song Sack</p>	<p>Music Express Animal & Number</p>	<p>Music Express Travel & Storytime</p>
<p>PSHE</p>	<p>Health & Well-being</p>	<p><u>Knows about similarities and differences between him/herself and others, and among families and communities traditions.</u></p> <p>Relationships</p>	<p><u>Mental Wellbeing:</u> Importance of mental wellbeing Mindfulness Respectful relationships</p>	<p><u>Physical health and Fitness</u> How to seek support if worried about health</p> <p><u>Health and prevention</u> Dental health Personal Hygiene</p>	<p><u>Drugs, alcohol and tobacco</u> Medicine</p> <p><u>Basic first aid</u> How to make an emergency call</p>	<p><u>The wider world:</u> Cooperating in a group Living together Outdoor safety Environment <u>Economic Awareness</u> Needs and wants Looking after money</p>
<p>P.E</p>	<p>Games- Bouncing & Catching Gym- Travelling Dance-Indian hand gestures</p>	<p>Games- Creating games in pairs Gym- Taking weight on different body parts Dance-Indian hand gestures</p>	<p>Games- Creating games in pairs Gym- Taking weight on different body parts Dance-Indian hand gestures</p>	<p>Games- Sending, Kicking & Striking Gym- Transferring Weight Dance-Exploring patterns and pathways-Carnival</p>	<p>Games- Travelling with the ball Gym- Travelling Dance-Exploring gesture and formation</p>	<p>Games- Creating games Gym- Transferring weight</p>