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| **Year 1– Yearly Curriculum Overview Tottenhall Infant School 2023-2024**  |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topics** | **Ourselves** | **Man on the moon**  | **Toys Then and Now** | **Scientists** | **Animals** | **Plants** |
| **Texts** | Three little pigsThe Tiger Who Came to TeaDescription: Image result for 3 little pigs Description: Image result for the tiger who came to teaOwl Babies: 1: Amazon.co.uk: Waddell, Martin, Benson, Patrick:  8601300416243: Books | The Shopping basketA Chubby Snowman (Poem)Man on the MoonDescription: Image result for the shopping basket Man On the Moon (A day in the life of Bob) Literacy Activities &amp; KWL grid  for Space - Year 3/4 KS2 | Teaching Resources | Lost Toy MuseumPoetry-ToysLittle people big ideas: Alan TuringDescription: Image result for lost toy museum Bookspeed - Little People, Big Dreams Alan Turing | Ada Twist ScientistWho was Galileo?3.6.18- Ada Twist, Scientist | Mary Baker Eddy Library  | My Cat Likes to Hide in BoxesTiger in the GardenDescription: https://images-na.ssl-images-amazon.com/images/I/51y9Vr7UEhL._SX422_BO1,204,203,200_.jpg Description: Image result for tiger in the garden | Jack and the beanstalkThe Knight Who Wouldn’t FightDescription: Image result for JACK AND THE BEANSTALK |
| **Theme days/****Trips/visitors** | Pathways AssemblyHarvest FestivalDay of Democracy-Voting for school councilFire Safety DayThemed Day- The Tiger Who Came to TeaDiwali  | Palmers Green Library TripChurch Trip Seasonal changes learning walkChildren in NeedAnti-BullyingCommunity Police Visit-Road SafetyPathways Assembly World Kindness DayLocal Area Walk | Bethnal Green Toys Museum TripSafer Internet DayNumber DayNational Handwriting DayChinese New YearPathways Assembly | Book WeekPalmers Green Library TripScience WeekInternational Women’s DayEasterComic Relief Pathways Assembly | Paradise Park TripSeasonal changes learning walkNational Walking MonthWeather workshopPathways Assembly | Art DaySports DayPathways AssemblyHealthy WeekInternational Day  |
| **Values** | **Making Friendships** | **Connie Confidence** | **Oscar Organisation** | **Gabby Get Along** | **Pete Persistence** | **Ricky Resilience** |
| **Phonics/Reading** | **Letters and Sounds Little Wandle- Individual reading/Guided reading in class** |
| **English** | **Narrative****Traditional/Fairy Tales****Three little pigs**Stories with predictable phrases.Oral rehearsal and talk for writing.Story maps**The Tiger Who Came to Tea**Saying sentences orally before writing.Writing simple sentences with capital letters and full stops.**Spelling/Grammar**Nouns/Adjectives**Punctuation**Separation of words with spaces. | **Narrative****Shopping Basket** ContemporaryFiction-stories reflecting children’s own experiences.To write a series of sentences to re-tell events based on personal experiences.**Man on the Moon**Contemporary on difference and how our differences make us special.composing a sentence orally before writing itSequencing sentences to form short narratives**Poetry**writing rhyming sentences.Recite poems form memory.**Spelling/Grammar**Regular plural noun suffixes s or es**Punctuation** Beginning to punctuate sentences using a capital letter and a full stop. | **Narrative****Toy Museum** ContemporaryFiction-stories reflecting children’s own experiences.Read their writing aloud, clearly enough to be heard by their peers and the teacherJoining words and joining clauses using ‘and’.**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)****Spelling/Grammar**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].**Punctuation**Punctuate sentences using a capital letter and a full stop. | **Narrative**Writes sentences to re-tell a narrative.Sequencing sentences to form short narrativesRe-reading what they have written to check that it makes senseDiscuss what they have written with the teacher or other pupils.**Non-Fiction**Diary entry from the perspective of a historical figure- **Spelling/Grammar**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].**Punctuation**Punctuate sentences using a capital letter and a full stop.Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’. | **Narrative** **Tiger in the Garden**Innovate storiesRe-reading what they have written to check that it makes senseRead their writing aloud, clearly enough to be heard by their peers and the teacher.**Non- Fiction** fact file based on secondary research on an animal.(Linked to science subject)**Poetry****My Cat likes to hide in boxes**Structures- Rhyming couplets- predictable phrases **Spelling/Grammar**using the prefix un**Punctuation**Punctuate sentences using a capital letter and a full stop. Begin to use question marks or exclamation marks. | **Narrative****Traditional/Fairy Tales****Jack and the Beanstalk**Invent own stories. Contemporary Fiction. **Non-fiction**  Instructional text focusing on taking care of a plant. (Linked to science subject)Castles- fact file**Spelling/Grammar**using the prefix un**Punctuation**Punctuate sentences using a capital letter and a full stop. Begin to use question marks or exclamation marks. |
| **Maths** | Sort objectsCounting 1-10 or beyondWriting numbers 1-10 or beyondOne to one correspondenceOne more and lessComparing objects and amountsAddition and Subtraction up to 10Number bonds to 10 | Addition and subtraction to 20Recognise and sort 2D and 3D shapesTens and onesOne more and lessOrder objectsCompare objects and numbers | Addition and subtraction 1-20Number bonds to 10Comparing numbersCounting 1-50Tens and onesOne more and lessCompare objects and numbers | Counting in 2s and 5sCompare length and heightMeasure lengthIntroduce weight and massMeasuring massCompare massMeasure capacityCompare Capacity | Counting in 10sMaking equal groupsDoublesMultiplication and Division Finding halves and quarters | Positional language and directionsCounting to 100Partitioning numbersComparing numbersOne more and lessRecognising coins and notesAdding simple amounts DatesTime to the hour and the half hourComparing timeWriting time |
| **Science** | **Ourselves**Using our senses How noisy is the crowded house? How many layers of material will stop me from feeling the princess’ pea? | **Sensing Seasons**Observe and talk about the changes in the weather and seasons. | **Everyday Materials** What properties do ice and water have?How will you decorate your picture frame?**Seasons-Spring**Observe and talk about the changes in the weather and season. | **Animal Antics**Which animals live in our homes with us?Which is on the menu today? | **Plants**What different types of plants, leaves and flowers can be found?Seasons- SummerObserve and talk about the changes in the weather and season. |
| **Computing** Image result for purple mash | Purple Mash Scheme of workOn-Line Safety Sorting and Grouping Pictograms Lego Builders  | Purple Mash Scheme of workMaze Explorers Technology outside of school Animated Stories  | CodingSpreadsheets  |
| **R.E****LA Agreed Syllabus**  | **Christianity**Who is a Christian and what do they believe? | **Islam**Who is a Muslim and what do they believe? Part 1 | **Judaism** Who is Jewish and what do they believe? | **Christianity, Islam & Judaism**What does it mean to belong to a faith community? | **Christianity, Islam & Judaism**How and why do we celebrate special and sacred times? Part 1 |
| **Art and Design** **Design Technology** | **Art and Design****Printing****Andy Warhol****Andy Warhol "Marilyn Monroe" | Pop art marilyn, Andy warhol artwork, Andy  warhol pop art**Print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetablesTake simple prints i.e. mono-printingDesign and build repeating patterns and recognise pattern in the environmentCreate simple printing blocks for press printExperiment with overprinting motifs and colour**Drawing** Self-portraits  | **Art and Design****Texture and Collage****Njideka Akunyili Crosby**Njideka Akunyili Crosby Sets New Auction Record with Non-Figurative  Painting, Proceeds Benefit Studio Museum in Harlem | Culture TypeCreate 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, colourArrange and glue materials to different backgroundsFold, crumple, tear and overlap papersweavingHow textiles create things**Van Gogh**Starry Night**Starry night,vertical Painting by Maneet Kaur | Saatchi Art** | **Design Technology** **Design and make a toy**Generate own ideas and design by using pictures, model-mock-ups and words. Design a product for myself and others following a design criteria stating the purpose of the design for the intended user. Select from a range of tools and materials.Measure, cut and shape.Assemble and join.Use simple fixing materials.Use finishing techniques.Describe how existing products work and talk about my own work. | **Art and Design****Sculptures****Anthony Gormley****10 Sculptures You Should Know By Antony Gormley**Manipulate malleable materials in a variety of ways i.e. rolling, joining and kneadingExplore sculpture with a range of malleable media including claywork safely with materials and toolsExperiment with constructing and joining recycled, natural and manmade materials**John Koga** | **Design Technology****Moving Mechanisms**Understand about the movement of simple mechanisms including levers and sliders.Know the correct technical vocabulary for the projects they are undertaking.Use joining, folding or rolling to make it stronger. | **Design Technology****Cooking**Describe the properties of the ingredients I am using and why it is important. Explain what it means to be Hygienic.  |
| **Humanities****Geography** **History**  | **Geography** **Our School**Location of significant placesObservational and fieldwork skillsPlaces in relation to homeFeatures and routes on map.Use simple compass directions. | **History****First Man on the Moon** The Life of a significant individual in the past: Neil Armstrong | **History****Toys (past & present)** **Toys today**Early 20th Century toysVictorian Toys How toys have changed | **Geography** **Our local area**Human and physical featuresObservational skillsField workHouses and homes |  **History****Kings and Queens**Significant British monarchs in history. Consolidate the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history. | **Geography** **Our Country**Naming countries/capital cities of the UKAriel viewsKey features of the countries in the UKCompare London to another city |
| **Music****Music Express** | Music ExpressOurselves & Number  | Music ExpressOur School & Weather | Music ExpressOur Bodies & Pattern | Music ExpressMachines & Seasons | Music ExpressAnimal & Travel | Music ExpressWater & Storytime |
| **PSHE**Including Relationship Health Education | **Healthy and Happy Friendships**Forming friendships and how kind or unkind behaviours impact other people. | **Similarities and Differences**Similarities and differences between people and how to respect and celebrate these. | **Respectful relationships****Caring and Responsibility**Identifying who our special people are and how they keep us safe. | **Families and Committed Relationships**What a family is (including difference and diversity between families), and why families are important and special. | **Healthy Bodies, Healthy Minds**Our bodies and the amazing things they can do. Learning the correct names for different body parts. | **Coping with Change**Growing from young to old and how we have changed since we were born. |
| **P.E** | **Gymnastics-**Travelling-Safe warming up/cooling down **Games**-Bouncing and Catching**Dance-**SimpleMovement Patterns (Body’s response to physical activity)**Ball Skills-** Travelling with the ball | **Gymnastics-** Taking weight on different parts **Games**-Sending and Receiving**Dance-**Exploring gestures and formation.Creating short dances. **Ball Skills-**Sending and receiving  | **Gymnastics-**Transferring weight from one body part to another**Games**-Developing hand eye co-ordination**Dance-**Exploring patterns and pathwaysTelling a story through dance**Ball Skills-**Healthy ABCs (being active, being healthy being safe)  |