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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 pigs  The Tiger Who Came to Tea  Description: 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 basket  A Chubby Snowman (Poem)  Man on the Moon  Description: 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 Museum  Poetry-Toys  Little people big ideas: Alan Turing  Description: Image result for lost toy museum Bookspeed - Little People, Big Dreams Alan Turing | Ada Twist Scientist  Who was Galileo?  3.6.18- Ada Twist, Scientist | Mary Baker Eddy Library | | My Cat Likes to Hide in Boxes  Tiger in the Garden  Description: 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 beanstalk  The Knight Who Wouldn’t Fight  Description: Image result for JACK AND THE BEANSTALK |
| **Theme days/**  **Trips/visitors** | Pathways Assembly  Harvest Festival  Day of Democracy-Voting for school council  Fire Safety Day  Themed Day- The Tiger Who Came to Tea  Diwali | Palmers Green Library Trip  Church Trip  Seasonal changes learning walk  Children in Need  Anti-Bullying  Community Police Visit-Road Safety  Pathways Assembly  World Kindness Day  Local Area Walk | | Bethnal Green Toys Museum Trip  Safer Internet Day  Number Day  National Handwriting Day  Chinese New Year  Pathways Assembly | Book Week  Palmers Green Library Trip  Science Week  International Women’s Day  Easter  Comic Relief  Pathways Assembly | | Paradise Park Trip  Seasonal changes learning walk  National Walking Month  Weather workshop  Pathways Assembly | | Art Day  Sports Day  Pathways Assembly  Healthy Week  International 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**  Contemporary  Fiction-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 it  Sequencing 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**  Contemporary  Fiction-stories reflecting children’s own experiences.  Read their writing aloud, clearly enough to be heard by their peers and the teacher  Joining 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 narratives  Re-reading what they have written to check that it makes sense  Discuss 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 stories  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.  **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 objects  Counting 1-10 or beyond  Writing numbers 1-10 or beyond  One to one correspondence  One more and less  Comparing objects and amounts  Addition and Subtraction up to 10  Number bonds to 10 | 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 | | 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 | Counting in 2s and 5s  Compare length and height  Measure length  Introduce weight and mass  Measuring mass  Compare mass  Measure capacity  Compare Capacity | | Counting in 10s  Making equal groups  Doubles  Multiplication and Division Finding halves and quarters | Positional language and directions  Counting to 100  Partitioning numbers  Comparing numbers  One more and less  Recognising coins and notes  Adding simple amounts  Dates  Time to the hour and the half hour  Comparing time  Writing 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- Summer  Observe and talk about the changes in the weather and season. | |
| **Computing**  Image result for purple mash | Purple Mash Scheme of work  On-Line Safety  Sorting and Grouping  Pictograms  Lego Builders | | | Purple Mash Scheme of work  Maze Explorers  Technology outside of school  Animated Stories | | | Coding  Spreadsheets | | |
| **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 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  **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 Type  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  **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 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  **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 places  Observational and fieldwork skills  Places in relation to home  Features 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 toys  Victorian Toys  How toys have changed | | **Geography**  **Our local area**  Human and physical features  Observational skills  Field work  Houses 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 UK  Ariel views  Key features of the countries in the UK  Compare London to another city |
| **Music**  **Music Express** | Music Express  Ourselves & Number | | Music Express  Our School & Weather | Music Express  Our Bodies & Pattern | | Music Express  Machines & Seasons | Music Express  Animal & Travel | | Music Express  Water & 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 pathways  Telling a story through dance  **Ball Skills-**Healthy ABCs (being active, being healthy being safe) | | |