Petworth CofE Primary School Curriculum Framework Overview Year 1 2018 - 19

| School Global theme | Compassion (stories) | Inspire | Peace (aspirations) | Nurture | Respect | Challenge |
|--------------------------------------|--|--|--|--|--|---|
| National & whole school events | International day of democracy 15 th Sept Boys Bombing Sept 29 th | Anti-bullying wk. 13 - 17 th Nov Children in Need - 17 th Nov WW1 memorial KS2 week 5 th Nov (history) | National Handwriting day 23 rd Jan Preparing for 500 words Safer Internet Day | Author fortnight Sport Relief Science Week 12 th March World Book Day 1 st March | St Georges & Shakespeare Day 23 rd April Art Week 21 st May Earth Day (eco day - 20 th April) | National School Sports Week 24 th June Sports Day |
| Role Play area | Books and toys - what do I like to play with? | Bookshop - The Petworth Bookshop | Travel Agency | Nature and Science Centre (woodland trust) | Toyshop | Sports shop - develop outdoor area in sync. |
| Class Theme | I am Fabulous | Passionate About Petworth | All Aboard | Out on the Downs | Let's Play outside | Going for Gold |
| Hook | Full length mirror with positive | Children will visit Petworth town to | Children will take part in an | Children to visit Goodwood estate to | Making our dream playground - | Introduce the concept of the Year One |
| | comments about themselves. | undertake the traffic study and | international travel day - visit the | see lambing process. Benbow Pond | building equipment on the | Olympics and start planning! |
| | Commons about memberses. | visit some of the shops in town. | travel agent, travel on a plane, | for pond dipping and observation. | playground to develop | Home and host representation. |
| | | Photograph and observe the houses | taste and prepare food from | To pond dipping and observation. | playground equipment from | Games and events |
| | | and homes we see. | different countries. | | junk. | Teams and scoring |
| Subject area | AUTUMN TERM 1st Half | AUTUMN TERM 2 nd Half | SPRING TERM 1st Half | SPRING TERM 2 nd Half | SUMMER TERM 1st Half | SUMMER TERM 2 nd Half |
| English | Learning and retelling traditional tales. Drama and freezeframing. Written retelling. Making small changes. Shoe making. Descriptive writing Invitations and thank you cards, sorry notes. Character description. | Ask and answer questions about a given topic. Compare and contrast different homes. Write chronologically and non Chronologically about things they have seen. Alphabetise work. Discuss non fiction texts, find and share features, use them in class work. | Read and retell a variety of stories from around the world. Compare and contrast locations and characters. Look for pattern, rhythm and rhyme. Identify main characters. Use key features of narrative writing. Write chronologically and | Write with features if narrative writing. Write chronologically and non chronologically. Chose and plan what to write about. Give information in non fiction writing. Put sentences together in chunks of meaning. Combine writing with | Write chronologically using numbers or buckets to sequence. Create simple labelled diagrams. Listen to and follow verbal instructions. Give instructions and make changes. Write simple sentences with correct | Write simple narratives. Recount events in the correct tense. Write non chronologically. Record information in a way you have chosen and explain why. Give verbal recounts to each other. Use conjunctions. Use a dictionary. Use captions in our own writing. |
| Quality Texts | Goldilocks | Create non fiction pieces of work. Belonging/Jeannie Baker | non chronologically. Ekki Dokki | pictures. A House is a house for me/Hoberman Author Fortnight - Maths link | punctuation. Toys in Space/Mini Grey | Sequence sentences using correct language. Ready, Steady, Mo!/Farah and Gray Author Fortnight - Walliams |
| Mathematics | Number: Place Value (within 10) Number: Addition and subtraction (within 10) | Geometry: shape Number: place Value within 20 | Number: Addition and Subtraction within 20. Number: place Value within 50 Multiples of 2,5 and 10 to be included | Measurement: Length and Height Measurement: weight and Volume | Number: multiplication and Division (reinforce multiples of 2, 5 and 10. Number Fraction: Geometry: position and Direction | Number: Place value within 100. Measurement: Money, Time Directional and positional language. |
| Science | Identifying and name basic body parts. Know some ways that humans grow and change. Ask simple questions. Make observations. Know which body parts are associated with the senses. | Identify common animals. Make observations. Ask simple questions. Identify and classify animals Know the terms herbivore, carnivore and omnivore. Group animals | Seasons To know the seasons. To understand and recognise some changes in seasons. To gather and record data about the seasons. | Plants To know the parts of a flower. To understand how a plant grows and changes. To make and record observations of plants Compare and group plants. | Materials Distinguish between an object and the material it's been made from. Group, sort and classify materials. Identify and name materials. Describe materials. | Science - Tour de France Cycle safety (helmets) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) |
| Science key objectives | Raise and answer scientific questions.Sort and group items. | Raise and answer scientific questions. Sort and group items. | Raise and answer scientific questions. Sort and group items. | Raise and answer scientific questions. Sort and group items. | Raise and answer scientific questions. Sort and group items. | Raise and answer scientific questions. Sort and group items. |

| | Observe changes and notice patterns and relationships. Use scientific equipment. Record and communicate using scientific language | Observe changes and notice patterns and relationships. Use scientific equipment. Record and communicate using scientific language | Observe changes and notice patterns and relationships. Use scientific equipment. Record and communicate using scientific language | Observe changes and notice patterns and relationships. Use scientific equipment. Record and communicate using scientific language | Observe changes and notice patterns and relationships. Use scientific equipment. Record and communicate using scientific language | Observe changes and notice patterns and relationships. Use scientific equipment. Record and communicate using scientific language | | |
|---------------------------|--|--|--|--|--|--|--|--|
| History / Geography | To understand how things and people change over time. To sequence events using historical language. To know ways we can find out about our own past. | Understand geographical and physical differences between Petworth and another destination Use aerial photographs to make simple maps. Recognise landmarks. Use geographical observation to notice things about the landscape school is in. Use geographical vocab. | Identify seasonal and daily weather patterns. Know the location of hot and cold countries in relation to the Equator and Poles. Use world maps, atlases and compasses. | Use geographical vocabulary. Use geographical observations to describe where things grow. To understand how the climate and weather can help growth. | Know how play has changed over time and how the equipment used to make toys has changes (science link) Use historical terms such as "in the past" Ask questions. | The Tour de France Know how the TDf has changed over time and why. To know about significant individuals from the sport, both past and present. Use historical vocabulary. Make comparisons between bikes now and in the past. | | |
| Art & DT | Self portraits Focus artist Romero Britto. | Petworth diorama. Cardboard construction. Working from observation. | Aboriginal art.African drum making. | Simple black and white press prints. | Woodwork. Constructing simple toys from wood and straws. Design and make process. | Mixed media photo collage (sports themed) | | |
| | Using paint programme. | Data bases. | Researching | Powerpoint | BeeBots | Animation studio. | | |
| Computing | e-safety - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies | | | | | | | |
| | Ch, sh, th | Phase 4 recap | Phase 5 | Phase 5+ | Ph/wh | Recap | | |
| | Adjectives | Days of the week | f/l/s/zz/k | Words ending in -y | Prefix 'un' | Vowel digraphs and trigraphs | | |
| Phonics | Question words | Common exception words | ff/ll/ss//ck | Compound words | Ing/ed/er/est | | | |
| SPaG Handwriting | Exclamations | Capital letters and finger spaces. | syllables | Capital letters and f.s | 'k' for /k/ | | | |
| | Nouns | Full stops | Verb plurals | Exclamation and question marks | Vowel digraphs and trigraphs | | | |
| | Adjectives | Verbs | Verb suffixes (add s/es) | Questions. Vowel digraphs and trigraphs | | | | |
| | Charanga | Name the letters of the alphabet Charanga | Adjectives Charanga | Charanga | Charanga | Charanga | | |
| Music | onal anga | onal anga | | ondi dingd | orial ariga | onar anga | | |
| Physical Education | Multi-skills Gymnastics | Games Dance Develop basic movements Participate in team games Perform simple dances | Skipping and jumping Dance O Develop basic movements Participate in team games Perform simple dances | Games Gymnastics Develop basic movements Participate in team games Perform simple dances | Gymnastics Skipping and jumping O Develop basic movements O Participate in team games | Sports Day - games and multi-skills o Develop basic movements o Participate in team games o Perform simple dances | | |
| STEM | | Egg houses - the great egg bounce. | Building Bridges | Boats that float (F.S) | Perform simple dances What could I wear in space - choosing materials for my space suit. | | | |
| Religious Education | Creation/Harvest Who made the world U C 1.2 | Incarnation U C 1.3 Why does Christmas matter to Christians. | Religious artefacts. | Salvation U C 1.3 Why does Easter matter to Christians? | God U C 1.1 What do Christians believe God is like? | Who is an inspiring person and who inspires you? | | |
| Rights Respect | Article 1, 2 and 3 Article 12 | Article 17, 9 | Article 10 | Article 7, 31 | Article 31 | Article 24, 27 | | |
| Learning in the community | Harvest Festival | Visit to Petworth town shops. | Trip to Goodwood | Forest School | | | | |