

## 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 <sup>th</sup> Sept<br><b>Boys Bombing Sept 29<sup>th</sup></b>  | Anti-bullying wk. 13 - 17 <sup>th</sup> Nov<br>Children in Need - 17 <sup>th</sup> Nov<br>WW1 memorial KS2 week 5 <sup>th</sup> Nov (history)  | National Handwriting day 23 <sup>rd</sup> Jan<br>Preparing for 500 words<br>Safer Internet Day  | Author fortnight<br>Sport Relief<br>Science Week 12 <sup>th</sup> March<br>World Book Day 1 <sup>st</sup> March  | St Georges & Shakespeare Day 23 <sup>rd</sup> April<br>Art Week 21 <sup>st</sup> May<br>Earth Day (eco day - 20 <sup>th</sup> April)  | National School Sports Week 24 <sup>th</sup> June<br>Sports Day   |
| Role Play area                 | Books and toys - what do I like to play with?   | Bookshop - The Petworth Bookshop   | <b>Travel Agency</b>  | 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 comments about themselves.   | Children will visit Petworth town to undertake the traffic study and visit some of the shops in town. Photograph and observe the houses and homes we see.  | Children will take part in an international travel day - visit the travel agent, travel on a plane, taste and prepare food from different countries.  | Children to visit Goodwood estate to see lambing process. Benbow Pond for pond dipping and observation.  | Making our dream playground - building equipment on the playground to develop playground equipment from junk.   | Introduce the concept of the Year One Olympics and start planning! Home and host representation. Games and events Teams and scoring   |
| Subject area                   | AUTUMN TERM 1 <sup>st</sup> Half  | AUTUMN TERM 2 <sup>nd</sup> Half   | SPRING TERM 1 <sup>st</sup> Half  | SPRING TERM 2 <sup>nd</sup> Half   | SUMMER TERM 1 <sup>st</sup> Half  | SUMMER TERM 2 <sup>nd</sup> Half  |
| English                        | <ul style="list-style-type: none"> <li>Learning and retelling traditional tales.</li> <li>Drama and freeze/framing.</li> <li>Written retelling.</li> <li>Making small changes.</li> <li>Shoe making.</li> <li>Descriptive writing</li> <li>Invitations and thank you cards, sorry notes.</li> <li>Character description.</li> </ul> | <ul style="list-style-type: none"> <li>Ask and answer questions about a given topic.</li> <li>Compare and contrast different homes.</li> <li>Write chronologically and non Chronologically about things they have seen.</li> <li>Alphabetise work.</li> <li>Discuss non fiction texts, find and share features, use them in class work.</li> <li>Create non fiction pieces of work.</li> </ul> | <ul style="list-style-type: none"> <li>Read and retell a variety of stories from around the world.</li> <li>Compare and contrast locations and characters.</li> <li>Look for pattern, rhythm and rhyme.</li> <li>Identify main characters.</li> <li>Use key features of narrative writing.</li> <li>Write chronologically and non chronologically.</li> </ul> | <ul style="list-style-type: none"> <li>Write with features if narrative writing.</li> <li>Write chronologically and non chronologically.</li> <li>Chose and plan what to write about.</li> <li>Give information in non fiction writing.</li> <li>Put sentences together in chunks of meaning.</li> <li>Combine writing with pictures.</li> </ul> | <ul style="list-style-type: none"> <li>Write chronologically using numbers or buckets to sequence.</li> <li>Create simple labelled diagrams.</li> <li>Listen to and follow verbal instructions.</li> <li>Give instructions and make changes.</li> <li>Write simple sentences with correct punctuation.</li> </ul> | <ul style="list-style-type: none"> <li>Write simple narratives.</li> <li>Recount events in the correct tense.</li> <li>Write non chronologically.</li> <li>Record information in a way you have chosen and explain why.</li> <li>Give verbal recounts to each other.</li> <li>Use conjunctions.</li> <li>Use a dictionary.</li> <li>Use captions in our own writing.</li> <li>Sequence sentences using correct language.</li> </ul> |
| Quality Texts                  | Goldilocks  | Belonging/Jeannie Baker  | Ekki Dokki  | A House is a house for me/Hoberman   | Toys in Space/Mini Grey   | Ready, Steady, Mo!/Farah and Gray   |
| Mathematics                    | Number: Place Value (within 10)<br>Number: Addition and subtraction (within 10)   | Geometry: shape<br>Number: place Value within 20   | Number: Addition and Subtraction within 20.<br>Number: place Value within 50<br>Multiples of 2,5 and 10 to be included  | Measurement: Length and Height<br>Measurement: weight and Volume   | Number: multiplication and Division (reinforce multiples of 2, 5 and 10.<br>Number Fraction:<br>Geometry: position and Direction  | Number: Place value within 100.<br>Measurement: Money, Time   |
| Science                        | <ul style="list-style-type: none"> <li>Identifying and name basic body parts.</li> <li>Know some ways that humans grow and change.</li> <li>Ask simple questions.</li> <li>Make observations.</li> <li>Know which body parts are associated with the senses.</li> </ul>   | <ul style="list-style-type: none"> <li>Identify common animals.</li> <li>Make observations.</li> <li>Ask simple questions.</li> <li>Identify and classify animals</li> <li>Know the terms herbivore, carnivore and omnivore.</li> <li>Group animals</li> </ul>   | <ul style="list-style-type: none"> <li>Seasons</li> <li>To know the seasons.</li> <li>To understand and recognise some changes in seasons.</li> <li>To gather and record data about the seasons.</li> </ul>   | <ul style="list-style-type: none"> <li>Plants</li> <li>To know the parts of a flower.</li> <li>To understand how a plant grows and changes.</li> <li>To make and record observations of plants</li> <li>Compare and group plants.</li> </ul>   | <ul style="list-style-type: none"> <li>Materials</li> <li>Distinguish between an object and the material it's been made from.</li> <li>Group, sort and classify materials.</li> <li>Identify and name materials.</li> <li>Describe materials.</li> </ul>  |   |
| Science key objectives         | <ul style="list-style-type: none"> <li>Raise and answer scientific questions.</li> <li>Sort and group items.</li> <li>Observe changes and notice patterns and relationships.</li> <li>Use scientific equipment.</li> <li>Record and communicate using scientific language</li> </ul>  | <ul style="list-style-type: none"> <li>Raise and answer scientific questions.</li> <li>Sort and group items.</li> <li>Observe changes and notice patterns and relationships.</li> <li>Use scientific equipment.</li> <li>Record and communicate using scientific language</li> </ul>   | <ul style="list-style-type: none"> <li>Raise and answer scientific questions.</li> <li>Sort and group items.</li> <li>Observe changes and notice patterns and relationships.</li> <li>Use scientific equipment.</li> <li>Record and communicate using scientific language</li> </ul>  | <ul style="list-style-type: none"> <li>Raise and answer scientific questions.</li> <li>Sort and group items.</li> <li>Observe changes and notice patterns and relationships.</li> <li>Use scientific equipment.</li> <li>Record and communicate using scientific language</li> </ul>   | <ul style="list-style-type: none"> <li>Raise and answer scientific questions.</li> <li>Sort and group items.</li> <li>Observe changes and notice patterns and relationships.</li> <li>Use scientific equipment.</li> <li>Record and communicate using scientific language</li> </ul>                              | <ul style="list-style-type: none"> <li>Raise and answer scientific questions.</li> <li>Sort and group items.</li> <li>Observe changes and notice patterns and relationships.</li> <li>Use scientific equipment.</li> <li>Record and communicate using scientific language</li> </ul>  |

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|--------------------------------|--|--|--|--|---|--|
| History / Geography            | <ul style="list-style-type: none"> <li>To understand how things and people change over time.</li> <li>To sequence events using historical language.</li> <li>To know ways we can find out about our own past.</li> </ul>         | <ul style="list-style-type: none"> <li>Understand geographical and physical differences between Petworth and another destination</li> <li>Use aerial photographs to make simple maps.</li> <li>Recognise landmarks.</li> <li>Use geographical observation to notice things about the landscape school is in.</li> <li>Use geographical vocab.</li> </ul> | <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns.</li> <li>Know the location of hot and cold countries in relation to the Equator and Poles.</li> <li>Use world maps, atlases and compasses.</li> </ul> | <ul style="list-style-type: none"> <li>Use geographical vocabulary.</li> <li>Use geographical observations to describe where things grow.</li> <li>To understand how the climate and weather can help growth.</li> </ul> | <ul style="list-style-type: none"> <li>Know how play has changed over time and how the equipment used to make toys has changes (science link)</li> <li>Use historical terms such as "in the past"</li> <li>Ask questions.</li> <li>To know about significant individuals from the past - Neil Armstrong.</li> </ul> | <ul style="list-style-type: none"> <li>Know how sporting events have changed over time and why.</li> <li>To know about significant individuals from sport, both past and present.</li> <li>Use historical vocabulary.</li> </ul> |
| Art & DT                       | <ul style="list-style-type: none"> <li>Self portraits</li> <li>Focus artist Romero Britto.</li> </ul>  | <ul style="list-style-type: none"> <li>Petworth diorama.</li> <li>Cardboard construction.</li> <li>Working from observation.</li> </ul>  | <ul style="list-style-type: none"> <li>Aboriginal art.</li> <li>Matryoshka dolls (maths link)</li> <li>African drum making.</li> </ul>   | <ul style="list-style-type: none"> <li>Simple black and white press prints.</li> <li>Appliqué - South American molas.</li> </ul>   | <ul style="list-style-type: none"> <li>Woodwork.</li> <li>Constructing simple toys from wood and straws.</li> <li>Design and make process.</li> </ul>   | <ul style="list-style-type: none"> <li>Simple wire sculpture.</li> <li>Mod roc.</li> <li>Artist Giacometti.</li> </ul>   |
| Computing                      | Using paint programme.   | Data bases.  | Researching  | Powerpoint   | BeeBots   | Animation studio.  |
|                                | 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 |  |  |  |   |  |
| Phonics<br>SPaG<br>Handwriting | Ch, sh, th<br>Adjectives<br>Question words<br>Exclamations<br>Nouns<br>Adjectives  | Phase 4 recap<br>Days of the week<br>Common exception words<br>Capital letters and finger spaces.<br>Full stops<br>Verbs<br>Name the letters of the alphabet   | Phase 5<br>f/l/s/zz/k<br>ff/ll/ss//ck<br>syllables<br>Verb plurals<br>Verb suffixes (add s/es)<br>Adjectives   | Phase 5+<br>Words ending in -y<br>Compound words<br>Capital letters and f.s<br>Exclamation and question marks<br>Questions.<br>Vowel digraphs and trigraphs  | Ph/wh<br>Prefix 'un'<br>Ing/ed/er/est<br>'k' for /k/<br>Vowel digraphs and trigraphs  | Recap<br>Vowel digraphs and trigraphs  |
| Music                          | Charanga   | Charanga   | Charanga   | Charanga   | Charanga  | Charanga   |
| Physical Education             | Multi-skills<br>Gymnastics   | Games<br>Dance <ul style="list-style-type: none"> <li>Develop basic movements</li> <li>Participate in team games</li> <li>Perform simple dances</li> </ul>   | Skipping and jumping<br>Dance <ul style="list-style-type: none"> <li>Develop basic movements</li> <li>Participate in team games</li> <li>Perform simple dances</li> </ul>  | Games<br>Gymnastics <ul style="list-style-type: none"> <li>Develop basic movements</li> <li>Participate in team games</li> <li>Perform simple dances</li> </ul>  | Gymnastics<br>Skipping and jumping <ul style="list-style-type: none"> <li>Develop basic movements</li> <li>Participate in team games</li> <li>Perform simple dances</li> </ul>  | Sports Day - games and multi-skills <ul style="list-style-type: none"> <li>Develop basic movements</li> <li>Participate in team games</li> <li>Perform simple dances</li> </ul>  |
| STEM                           |  | Egg houses - the great egg bounce.   | Building Bridges   | Boats that float (F.S)   | What could I wear in space - choosing materials for my space suit.  |  |
| Religious Education            | Creation/Harvest<br>Who made the world U C 1.2   | Incarnation U C 1.3<br>Why does Christmas matter to Christians.  | Religious artefacts.   | Salvation U C 1.3<br>Why does Easter matter to Christians?   | God U C 1.1<br>What do Christians believe God is like?  | Who is an inspiring person and who inspires you?   |
| Rights Respect                 | Article 1, 2 and 3<br>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.  |  | Forest School  | Visit the Cottage Hospital to find out about games people played in the past.   | Visit Petworth Park Cricket Club (play a game)   |