

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 29th | 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 | Where do I live? | 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 st Half | AUTUMN TERM 2 nd Half | SPRING TERM 1 st Half | SPRING TERM 2 nd Half | SUMMER TERM 1 st Half | SUMMER TERM 2 nd Half |
| English | <ul style="list-style-type: none"> Learning and retelling traditional tales. Drama and freeze/framing. Written retelling. Making small changes. Shoe making. Descriptive writing Invitations and thank you cards, sorry notes. Character description. | <ul style="list-style-type: none"> 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. Create non fiction pieces of work. | <ul style="list-style-type: none"> 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 non chronologically. | <ul style="list-style-type: none"> 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 pictures. | <ul style="list-style-type: none"> 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 punctuation. | <ul style="list-style-type: none"> 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. Sequence sentences using correct language. |
| 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) 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 |
| Science | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Materials Distinguish between an object and the material it's been made from. Group, sort and classify materials. Identify and name materials. Describe materials. | <ul style="list-style-type: none"> Seasons To know the seasons. To understand and recognise some changes in seasons. To gather and record data about the seasons. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Identify common animals. Make observations. Ask simple questions. Identify and classify animals Know the terms herbivore, carnivore and omnivore. Group animals | |
| Science key objectives | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |

| | | | | | | |
|--------------------------------|--|---|---|--|---|--|
| Humanities | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> To describe some of the similarities between Petworth today and in the past. Use historical vocabulary. Place events in chronological order. Ask questions about the past. Discuss significant local events in history. | <ul style="list-style-type: none"> 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. 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. | <ul style="list-style-type: none"> Use geographical vocabulary. Use geographical observations to describe where things grow. To understand how the climate and weather can help growth. | <ul style="list-style-type: none"> 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. To know about significant individuals from the past - Neil Armstrong. | <ul style="list-style-type: none"> Know how sporting events have changed over time and why. To know about significant individuals from sport, both past and present. Use historical vocabulary. |
| Art & DT | <ul style="list-style-type: none"> Self portraits Focus artist Romero Britto. | <ul style="list-style-type: none"> Petworth diorama. Cardboard construction. Working from observation. | <ul style="list-style-type: none"> Aboriginal art. Matryoshka dolls (maths link) African drum making. | <ul style="list-style-type: none"> Simple black and white press prints. Appliqué - South American molas. | <ul style="list-style-type: none"> Woodwork. Constructing simple toys from wood and straws. Design and make process. | <ul style="list-style-type: none"> Simple wire sculpture. Mod roc. Artist Giacometti. |
| Computing | Using paint programme. E-Safety | Data bases. E-Safety | Researching E-Safety | Powerpoint E-Safety | BeeBots E-Safety | Animation studio. E-Safety |
| Phonics SPaG Handwriting | Ch, sh, th Adjectives Question words Exclamations Nouns Adjectives | Phase 4 recap Days of the week Common exception words Capital letters and finger spaces. Full stops Verbs Name the letters of the alphabet | Phase 5 f/l/s/zz/k ff/l/ss//ck syllables Verb plurals Verb suffixes (add s/es) Adjectives | Phase 5+ Words ending in -y Compound words Capital letters and f.s Exclamation and question marks Questions. Vowel digraphs and trigraphs | Ph/wh Prefix 'un' Ing/ed/er/est 'k' for /k/ Vowel digraphs and trigraphs | Recap Vowel digraphs and trigraphs |
| Music | Charanga | Charanga | Charanga | Charanga | Charanga | Charanga |
| Physical Education | Multiskills Gymnastics | Games Dance <ul style="list-style-type: none"> Develop basic movements Participate in team games Perform simple dances | Skipping and jumping Dance <ul style="list-style-type: none"> Develop basic movements Participate in team games Perform simple dances | Games Gymnastics <ul style="list-style-type: none"> Develop basic movements Participate in team games Perform simple dances | Gymnastics Skipping and jumping <ul style="list-style-type: none"> Develop basic movements Participate in team games Perform simple dances | Sports Day - games and multiskills <ul style="list-style-type: none"> Develop basic movements Participate in team games Perform simple dances |
| 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 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. | | Forest School | Visit the Cottage Hospital to find out about games people played in the past. | Visit Petworth Park Cricket Club (play a game) |