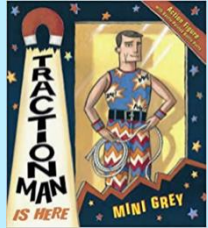
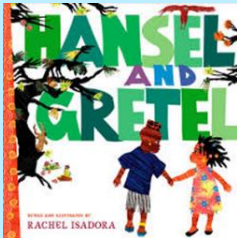
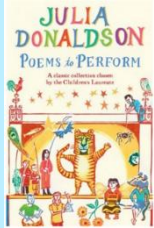
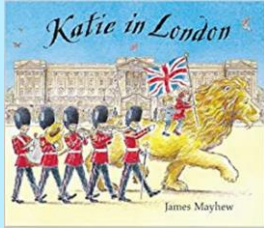
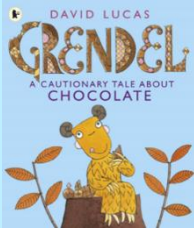
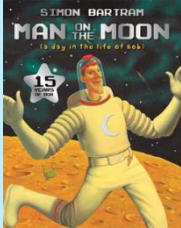
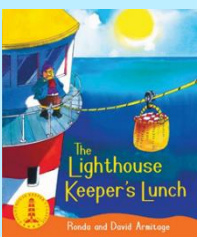


	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENGLISH	Read Write Inc		Read Write Inc		Read Write Inc	
UNITS	<p><b>Traction Man</b> by Mini Grey Narrative: innovated version of Traction Man</p> <p><b>Hansel and Gretel</b> by Rachel Isadora Narrative: retell of story</p>	<p><b>Julia Donaldson Poems to Perform</b> Poetry: Poems inspired by the collection.</p> <p>Poems inspired by the collection</p>	<p><b>Katie in London</b> Nonfiction: Recount Diary entry from the perspective of a character</p>	<p><b>Grendel - A Cautionary Tale</b> Narrative: Innovated Story</p>	<p><b>Man on the Moon</b> Narrative: Inventing story from an alien's perspective</p>	<p><b>The Lighthouse Keeper's Bad Day</b> Narrative: Lighthouse Keeper's bad day. Invent new bad day based on the story.</p>
SUGGESTED TEXTS	 <p><b>Traction Man</b> By Mini Grey</p>  <p><b>Hansel and Gretel</b> by Rachel Isadora</p>	 <p><b>Julia Donaldson Poems to Perform</b></p>	 <p><b>Katie in London</b> by James Mayhew</p>	 <p><b>Grendel - A Cautionary Tale</b> by David Lucas</p>	 <p><b>Man on the Moon</b> by Simon Bartram</p>	 <p><b>The Lighthouse Keeper's Lunch</b> by David Armitage</p>

### Our Core Values



Inspiring minds through opportunity

### Our Learning Competencies



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>MATHS</b>	<ul style="list-style-type: none"> <li>Number: Place Value within 10</li> <li>Addition &amp; Subtraction within 10</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction within 10</li> <li>Geometry: Shape</li> <li>Number: Place Value to 20</li> <li>Addition and Subtraction to 20</li> <li>Assess &amp; Review</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction to 20</li> <li>Number: Place Value to 50</li> </ul>	<ul style="list-style-type: none"> <li>Number: Multiplication &amp; Division</li> <li>Number: Fractions</li> <li>Geometry: Position &amp; Direction</li> </ul>	<ul style="list-style-type: none"> <li>Measurement: Time</li> <li>Measurement: Length &amp; Height</li> <li>Number: Place Value within 100</li> <li>Assess &amp; Review</li> </ul>	<ul style="list-style-type: none"> <li>Gaps: Addition and Subtraction</li> <li>Measurement: Money</li> <li>Measurement: Weight &amp; Volume</li> <li>Assess &amp; Review</li> </ul>
<b>SCIENCE</b>	<b>Seasonal Changes</b> Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.					
	<p><b>Seasonal Change</b></p> <p>Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Animals including humans</b></p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<p><b>Everyday Materials</b></p>	<p><b>Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>		

### Our Core Values



Inspiring minds through opportunity

### Our Learning Competencies





mammal fish reptile bird amphibian

Distinguish between an object and the material from which it



# Year 1 Curriculum Overview

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<p>is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>			

## Our Core Values



Inspiring minds through opportunity

## Our Learning Competencies





# Year 1

## Curriculum Overview

--	--	--	--	--

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>			
<b>VISITS/VISITORS THEMED WEEKS</b>	<ul style="list-style-type: none"> <li>Black History Month</li> <li>Local Walk – Geography – litter</li> <li>Local walk - RE link, spotting religious buildings/ names.</li> <li>Local trip – recycling</li> <li>Seasonal diary walk – nature hunt</li> </ul>	<ul style="list-style-type: none"> <li>Remembrance Day</li> <li>Winters Art Day</li> <li>Zoo lab</li> <li>Christmas Performance</li> <li>Synagogue Trip</li> </ul>	<ul style="list-style-type: none"> <li>Science Week</li> <li>Local Walk</li> <li>Church trip/Christian visitor</li> <li>Seasonal diary walk – nature hunt</li> </ul>	<ul style="list-style-type: none"> <li>Book Week</li> </ul>	<ul style="list-style-type: none"> <li>Mosque trip/ Muslim visitor</li> <li>Seasonal diary walk – nature hunt</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Schools Week</li> <li>Sports Day</li> </ul>
<b>HISTORY</b>		<p><b>Ourselves</b> How do things change over time?</p> <p>Pupils can begin to understand how people fit within a chronological framework.</p> <p>Pupils use vocabulary of everyday historical terms.</p> <p>Pupils can understand some of the ways in which we find out</p>	<p><b>Great Fire of London</b> What was life like at the time of the plague? Why was the Great Fire of London so significant?</p> <p>Pupils should know where the people and events they study fit within a chronological framework.</p> <p>Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Pupils are taught about events beyond living memory that are nationally significant.</p>			


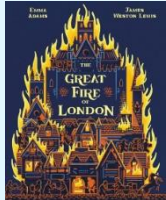

## Our Core Values



Inspiring minds through opportunity

## Our Learning Competencies



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>about the past and identify different ways in which it is represented</p> 				
<b>GEOGRAPHY</b>	<p><b>Local environment study:</b> How can we change littering in our local environment?</p> <p>Pupils should be able to name and locate the four countries of the United Kingdom.</p> <p>Pupils should name, locate and identify the capital cities of the United Kingdom.</p> <p>Pupils should use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features.</p>				<p><b>Australia:</b> How does Australia compare to the UK?</p> <p>Pupils can use locational and directional language to describe the routes on a map.</p> <p>Pupils identify the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Pupils can name and locate the world's seven continents.</p> <p>Pupils use basic geographical vocabulary to refer to key physical and key human features.</p>	<p><b>Weather:</b></p> <p>Pupils can identify daily weather patterns within the UK and the location of hot and cold areas of the world in relation to the equator.</p> <p>Pupils can use and interpret basic symbols in a key.</p> 

### Our Core Values



Inspiring minds through opportunity

### Our Learning Competencies



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					<p>Pupils understand the geographical similarities and differences through studying the physical geography of a small area of the UK and of a small area in a contrasting on-European country.</p>	
<b>ART</b>	<p><b>Drawing, Painting and Print</b> Responding to artist Abu Mwenye Black History Month Passport link: Create a piece of art for an exhibition</p> <p>Single Lesson for BHM - Taught by Class Teachers</p>	<p><b>Drawing and painting.</b> Colour Theory with Piet Mondrian and Joan Miro, Yayoi Kusama Self portraits Picasso Style History link: Own History Passport link: Create a piece of art for an exhibition Article 8: right to a name and family ties Maths link: Shape and Reflection</p>			<p><b>Printing</b> Leaves and vegetables Artist link needed Science: Seasonal walk – Plants Maths link: shape and pattern</p>	
<b>DT</b>				<p><b>Textiles</b> Finger puppets based on Grendall Sewing</p>		<p><b>Cooking and nutrition</b> Book link: the world came to my place today Book link: The world in my kitchen Cooking a savoury e.g. soda bread Link to lighthouse keeper's lunch</p>

### Our Core Values



Inspiring minds through opportunity

### Our Learning Competencies





	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>COMPUTING</b> 	E-Safety x1 <b>Technology around us</b> Computing Systems, Algorithms		E-Safety x1 <b>Moving a robot</b> Algorithms, Programming			
<b>PSHE</b>  Article 12: You have the right to give your opinion and for it to be listened to and taken seriously.	What makes good communication? Related Concepts: <b>listening; body language; talking about the range of emotions.</b>  Books: The Colour Monster	What makes a community? Related Concepts: <b>sharing; working together; honesty.</b> History link: <b>own history, own community</b>  Books: Counting on Community All Join In	What makes my body healthy? Related Concepts: <b>diet; exercise; moderation; sleep.</b>	What makes a good citizen? Related Concepts: <b>caring; fairness.</b> History link: <b>Great Fire of London</b>	What makes a good relationship? Related Concepts: <b>friends (how to seek advice; how to choose and make friends).</b>  Books: Room on the Broom	<b>HRE Unit</b> We are Growing Everybody's Body Being Safe Prevention Permission seeking & giving  Books: The Growing Story
<b>RE</b> Article 14: You have right to choose your own religion and beliefs. Article 30: You have the right to practice your own culture, language and religion.	KQ1.3 Who is Jewish and what do they believe? Books: Chik Chak Shabbat The Story of Hanukkah Religious Texts: The Creation Story (Judeo- Christian) Trip: Synagogue		KQ1.1 Who is a Christian and what do they believe? Religious Texts: Jonah and the Whale The Lost Sheep Trip: Church		KQ1.2 Who is a Muslim and what do they believe? Religious Texts: Mohammed and the Cat Trip: Mosque	
<b>PE</b>	Gymnastics	Fundamental Skills of PE	Invasion Skills	Outdoor Adventurous Activities: Team Building	Ball skills	Sending and receiving
<b>MUSIC</b>	A musical Heartbeat	Dance, Sing and Play!	Exploring sounds	Learning to Listen	Having Fun with Improvisation	Having Fun with Improvisation
<b>ENRICHMENT</b>	Passport activities have been mapped into the curriculum throughout every term.					

### Our Core Values



Inspiring minds through opportunity

### Our Learning Competencies

