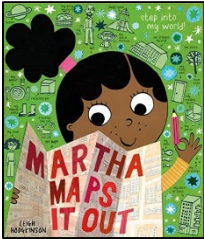
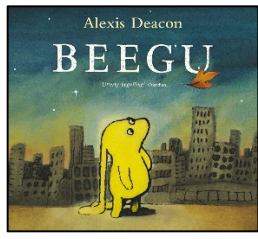
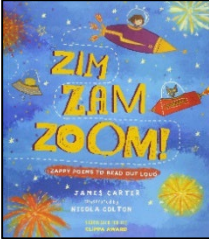
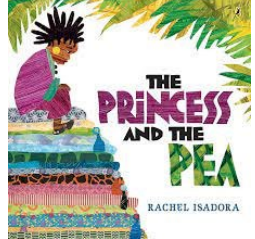
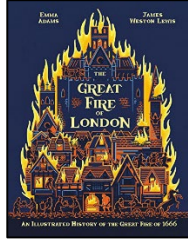

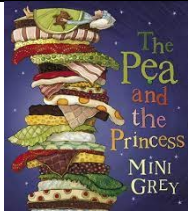
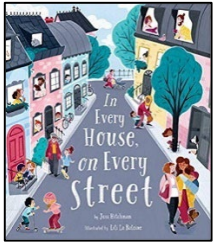
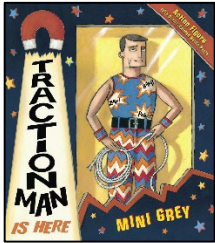

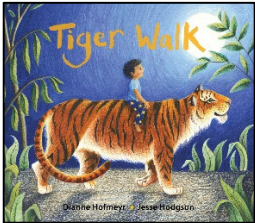


**Curriculum Overview Year 1 - Cycle B**

Topic	Term 1 'Life in London' The Victorians		Term 2 'Home and Away' Stone Age to Iron Age		Term 3 'What a Wonderful World' Mayan civilisation	
Key Concepts	<b>Identity &amp; Belonging, Change, Power, Equality &amp; Equity, Legacy and Connections</b>					
Year 1	<b>Autumn 1 – Life in London</b>			<b>Autumn 2 – Life in London</b>		
<b>English Text</b>						
<b>Text genre</b>	Familiar setting	Familiar setting	Poetry	Traditional tale	Information (historical)	Playscripts
<b>Writing outcome(s)</b>	NF: Series of descriptions about journeys and places	NF: Letter Writing - write to the teacher persuading them to allow 'Beegu' to stay. NF: Letter Writing – welcoming Beegu	P: Own poem using onomatopoeia Focus poems: 'Firework Poem' / 'Splish! Splash! Splosh!'	F: Description of the princess F: Retelling of story NF: How to be a real princess (instructions)	NF: Non-chronological report about The Great Fire of London	Christmas Performance  NF: Invitations/posters for the performance (persuasion)
<b>Grammar</b>	Simple sentences Present tense (inc. irregular) <b>Prepositions</b> <b>Finger spaces full stops capital letters</b>	Simple sentences Present tense <b>Prepositions</b> <b>Finger spaces full stops capital letters</b>	Vocabulary development	Simple sentences Past tense (inc. irregular) Prepositions <b>Sequencing language</b> <b>Finger spaces full stops capital letters</b>	Simple sentences Past tense Prepositions <b>Begin to use 'and'</b> <b>Finger spaces full stops capital letters</b>	Oracy – presentational talk  Simple sentences Present tense <b>Begin to use 'and'</b> <b>Finger spaces full stops capital letters</b>
<b>Phonics</b>	Phase 4 - recap	Phase 5 – Set 13 & 14	Phase 5 – Set 14	Phase 5 – Set 15	Phase 5 – Set 16	Revision
<b>Curriculum concept links</b>	Identity and belonging Connections	Identity and belonging Connections	Connections		Change Legacy	

<b>Wider curriculum writing opportunities</b>						
<b>Suggested wider reading</b>	We're Going to Find the Monster! Malorie Blackman and Dapo Adeola The Lost Property Office, Emily Rand A Place to Call Home, Alexis Deacon and Viviane Schwarz Home, Carson Ellis Lost in the City, Alice Courtley					
<b>Year 1</b>	<b>Spring 1 – Home and Away: Journeys – Travel and Transport</b>			<b>Spring 2 – Home and Away: Journeys – Travel and Transport</b>		
<b>English Text</b>					Non-Chronological Animals	
<b>Text genre</b>	Familiar setting (THEP)	Familiar setting (THEP)	Recount (THEP)	Imaginary world (THEP)	Information	
<b>Writing outcome(s)</b>	NF: Non-Chronological report about different rooms in their home	NF: Postcard/letter recounting a chosen rescue mission F: Next Traction Man (or equivalent) adventure (invention)	Non-fiction: Recount – Our Trip to the London Transport Museum	F: Write own adventure with own chosen animal	NF: Write information about own chosen animal	
<b>Grammar</b>	Series of sentences Present tense <b>Using 'and' to join ideas</b> Prepositions <b>Description</b> Full stops capital letters	Series of sentences Past tense <b>Using 'and' to join ideas</b> <b>Sequencing language</b> Prepositions Full stops capital letters	Series of sentences Past tense <b>Using 'and' to join ideas</b> Sequencing language Prepositions <b>Description</b> <b>Suffix -s or -es</b> Full stops capital letters	Series of sentences Past tense <b>Using 'and' to join ideas</b> Sequencing language Prepositions <b>Description</b> <b>Prefix un-</b> Full stops capital letters	Series of sentences Present tense <b>Using 'and' to join ideas</b> Prepositions <b>Description</b> <b>Question marks</b> Full stops capital letters	
<b>Phonics</b>	Phase 5 – Set 17	Phase 5 – Set 18	Phase 5 – Set 19	Phase 5 – Set 20	Phase 5 - 21	
<b>Curriculum concept links</b>						
<b>Wider curriculum writing opportunities</b>						

Suggested wider reading						
Year 1	Summer 1 – What a Wonderful World			Summer 2 – What a Wonderful World		
English Text						
Text genre	Familiar setting (THEP)	Instructions	Poetry (CLPE)	Traditional tale	Imaginary world (THEP)	Information
Writing outcome(s)	Fiction: Retell Non-fiction: Description of favourite dish (food)	NF: Write a recipe	P: Write own Sound Collector poem	F: Own cumulative tale	F: Descriptions F: Own imaginary journey	NF: Non-Chronological report – Brazil / carnivals around the world
Grammar	Series of sentences Correct tense Using 'and' to join ideas Sequencing language Prepositions Description Prefix un- Full stops capital letters	Series of sentences including <b>command sentences</b> Present tense Using 'and' to join ideas Prepositions Full stops capital letters	Vocabulary development	Series of sentences Correct tense Using 'and' to join ideas Using 'but' to join ideas Sequencing language Prepositions Description Prefix un- Full stops capital letters	Series of sentences Correct tense Using 'and' to join ideas Using 'but' to join ideas Sequencing language Prepositions Description Prefix un- Full stops capital letters	Series of sentences Correct tense Using 'and' to join ideas Using 'but' to join ideas Description Suffix -s or -es Full stops capital letters
Phonics	Phase 5 – Set 22	Phase 5 – Set 23	Phase 5 – Set 24	PSC – Phase 5 – Set 25	Phase 5 - 26	Phase 5 – Set 27
Curriculum concept links	Identity and belonging Connections	Identity and belonging Connections	Connections	Change	Change Legacy	Identity and belonging Connections Legacy
Wider curriculum writing opportunities						

Suggested wider reading						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	Number and Place value  Sequencing and Sorting  2-D and 3-D shape	Addition and Subtraction  Length and Height  Assess and Review	Time  Place Value – recap  Addition and subtraction - recap  Mass/weight	Multiplication and division  fractions	Number: Place Value  Number  4 operations	Measurement: Money  Capacity and volume
<b>Geography</b>	<b>Local – Where we live</b>		<b>Weather</b>		<b>Earth on Space</b>	
<b>Year 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>- Local walk, maps – mapping the school and playground, then using local map to follow a route, using keys</li> <li>- name, locate and identify human &amp; physical characteristics of London</li> </ul>		Maps and Plans  crossover with Science/ seasonal change  Identify seasonal and daily weather patterns in the United Kingdom  *different places in the UK (e.g. rural/coastal areas)  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		Different environments  The 7 Continents, the 5 oceans, hot and cold places, comparing with a Caribbean country / also Carnivals around the world – (link to History/Art) Brazil (Rio de Janeiro – Carnival)  The location of  hot and cold areas of the world in relation to the Equator and the North and South  Poles	
<b>Assessment activity/Outcome</b>	Create and follow 3 simple navigational instructions within the school – <b>make a map</b>		Create and follow 3 simple navigational instructions within the school – <b>make a map</b>  <b>Oral/Video:</b> Weather report, use of target language in context.		<b>Label</b> a world map  Label hot and cold climates. Match up vegetation	
<b>Locational Knowledge</b>	<b>Continents &amp; Oceans</b>  <a href="https://www.geoguessr.com/seterra/en/vgp/3287">https://www.geoguessr.com/seterra/en/vgp/3287</a>		<b>UK Hills and Mountains</b>  <a href="https://wordwall.net/resource/2915815/geography/uk-mountains-hills">https://wordwall.net/resource/2915815/geography/uk-mountains-hills</a>		<b>Countries &amp; Capitals</b>  <a href="https://wordwall.net/resource/2587185/8/countries-and-capital-cities-of-the-uk-wold">https://wordwall.net/resource/2587185/8/countries-and-capital-cities-of-the-uk-wold</a>	

<p><b>History</b> <b>Year 1 &amp; 2</b></p>	<p><b>Local History: Changes in Living memory – Our street/ borough</b></p> <p>*The Great Fire of London</p> <p>*The Monument</p> <p>*London’s changing skyline</p> <p>*Samuel Pepys</p> <p><b><u>British History</u></b></p> <p>Significant historical events, people and places in their own locality</p> <p><b>Black History:</b> Laura Henry Allain</p> <p>See black &amp; British – The Tudors pg 14 + Tudors &amp; Stuarts</p> <p>Chronology &amp; Legacy</p>	<p><b><u>British History</u></b></p> <p>Significant historical events, people and places in their own locality: <i>George Stephenson</i></p> <p><b><u>World History</u></b></p> <p>Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Amelia Earhart</b></p> <p><b>Chronology &amp; Legacy</b></p>	<p><b><u>World History</u></b></p> <p>Events from beyond living Memory that are significant nationally – SS Windrush, Notting Hill Carnival</p> <p>Chronology &amp; Legacy</p> <p>BH: Windrush</p>
<p><b>Assessment</b> <b>Outcome/Activity</b></p>	<p><b>Drama:</b> The great fire of London – History / Oracy</p> <p><b>News Report</b> - Great Fire of London</p>	<p><b>E-book</b> – old and new transport</p>	<p><b>Written assessment:</b> diary entry SS Windrush or mini-quiz</p>
<p><b>Art</b></p>	<p><b>Murals – textures/ rubbings</b></p> <p>‘Can Buildings Speak?’ unit</p> <p><b>Outcome</b> Printing</p>	<p><b>Landscape</b></p> <p>Drawing &amp; Paintings</p> <p>Vincent van Gogh</p> <p><b>Outcome</b> Painting</p>	<p><b>Carnival of Colours:</b></p> <p>Tropical landscapes - Masks</p> <p><b>Outcome</b></p> <p>3D</p>

<b>DT</b>	<b>Playgrounds</b> Link with local area.		<b>Vehicles</b> Wheels and axles		<b>Puppets: stuffed toy animal</b> animal (relate to English – Y1 / Science – Y2)	
<b>RE</b> <b>Cycle A&amp;B</b> <b>Buddhist Centre</b>	1.1 Who is a Christian and what do they believe?		1.2 Who is a Muslim and what do they believe?		1.7 What does it mean to belong to a faith community? (Christians, Muslims and/or Jewish people)	
<b>Science</b> <b>Cycle A&amp;B</b>	<b>Everyday Materials</b>	<b>Everyday materials</b>  <b>Seasonal Change</b> Autumn	<b>Animals including humans -Humans</b>  <b>Seasonal Change</b> Winter	<b>Animals Including Humans-Animals</b>  <b>Seasonal Change</b> spring	<b>Plants</b> Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.	<b>Plants</b> Identify/name a variety of common plants, inc. garden/wild plants and trees, and those classified as deciduous and evergreen : <b>summer</b>
<b>Computing</b>	2.1 We are astronauts Program on screen, understand algorithms and debug <b>Scratch/Daisy the Dinosaur (iPad)</b>		1.5 We are storytellers Use technology creatively by producing a talking book <b>Book Creator (iPad)</b>		1.4 We are collectors Use technology safely to find images using the web <b>Google Chrome, Google Slides</b>	
<b>PSHE</b>	Being me in My world	Celebrating difference	Dream goals	Healthy me	Relationships (See adapted overview doc)	Changing me Relationships (See adapted overview doc)

<b>PE Lesson 1- teacher</b>	Cricket	Throwing and catching - basketball	yoga	Circuit skills	Dance* plants link	Athletics
<b>PE Lesson 2- coach</b> <b>PPA</b>	Fitness	3 x weeks of football 3 x week of floor gymnastics	Apparatus gymnastics	Netball	Striking and fielding – focus rounders	Athletics
<b>MUSIC</b>	<b>Africa:</b> Learning West African Folk Songs on Djembe	Play Singing	Glockenspiel Stage.1 with Music appreciation	<b>London:</b> Appraise, learn and perform, 'London's Burning' (Yr1) and 'Great Fire London' (Yr2)	<b>Rhythm in Way we walk and Banana Rap (See Charanga)</b>	Reflect, Rewind and replay, mash up of all things we've explored throughout the year
<b>Listening</b>	<b>Significant figures in music</b>	<b>Performance</b>	<b>Music from the 60s</b>	<b>Reggae</b>	<b>South Asian Music</b>	<b>Musicals Oliver</b>
<b>Trips</b>	Local Walk - Geography The Monument & Pudding Lane - History		London Transport Museum: Platform Promenade workshop - History		Soanes Centre: Y1 – Plant Life, Y2 – Environment Explorers -	
<b>Visitors</b>	Fire service				Carnival costume maker	