**St Leonard’s CE Primary Academy**

**Year 1 Curriculum Overview 2023-2024**

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| **Subject** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **English Text** | Croc and Bird   Pip and Egg  Leaf | Greta and the Giants  Like The Ocean We Rise  Old Enough to Save the Planet | Little People Big Dreams: Ernest Shackleton  The Darkest Dark  Look Up | A Walk in London  The Queen’s Bag  Katie in Scotland | The Tiny Seed   The Extraordinary Gardener  The Secret Sky Garden | A Hero Called Wolf  The Last Wolf  Little Red  Poem |
| **Genres** | Character Description Writing in Role  Non Chronological report | Instructions  Letter  Poster | Non chronological Report  Recount | Poster  Character Description  Letter  Narrative | Information Leaflet | Poetry  Narrative  Writing in role |
| **GPS** | Pupils should be taught to:  \*spell words containing each of the 40+ phonemes already taught  \*common exception words  \*name the letters of the alphabet:  \*naming the letters of the alphabet in order  \*using letter names to distinguish between alternative spellings of the same sound  \*write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far  \*sit correctly at a table, holding a pencil comfortably and correctly  \*begin to form lower-case letters in the correct direction, starting and finishing in the right place  \*form capital letters  \*leaving spaces between words | Pupils should be taught to:  \*spell words containing each of the 40+ phonemes already taught  \*common exception words  \*using letter names to distinguish between alternative spellings of the same sound  \*write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far  \*leaving spaces between words  \*joining words and joining clauses using ‘and’  \*beginning to punctuate sentences using a capital letter and a full stop,  \*using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  \*begin to form lower-case letters in the correct direction, starting and finishing in the right place. | Pupils should be taught to:  \*spell words containing each of the 40+ phonemes already taught  \*common exception words  \*using letter names to distinguish between alternative spellings of the same sound  \*leaving spaces between words  \*joining words and joining clauses using ‘and’  \*beginning to punctuate sentences using a capital letter and a full stop,  \*using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | Pupils should be taught to:  \*spell words containing each of the 40+ phonemes already taught  \*common exception words  \*using letter names to distinguish between alternative spellings of the same sound  \*leaving spaces between words  \*joining words and joining clauses using ‘and’  \*beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \*using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | Pupils should be taught to:  \*spell words containing each of the 40+ phonemes already taught  \*common exception words  \*using letter names to distinguish between alternative spellings of the same sound  \*beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  \*add prefixes and suffixes:  \*using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]  \*using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  \*using the prefix un– | Pupils should be taught to:  \*spell words containing each of the 40+ phonemes already taught  \*common exception words  \*using letter names to distinguish between alternative spellings of the same sound  \*add prefixes and suffixes:  \*add prefixes and suffixes:  \*using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]  \*using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  \*using the prefix un– |
| **Guided Comprehension** |  |  |  |  |  |  |
| **Maths** | * Number and Place Value up to 20. * Geometry: Properties of Shape (2D). * Addition and Subtraction: 5 and 6. | * Number and Place Value up to 100. * Addition and Subtraction Facts 7-11. * Geometry: Properties of Shape (3D). | * Addition and Subtraction Facts 11-16. * Measurement: Length. | * Addition and Subtraction Facts 17-20. * Fractions. * Geometry: Position and Direction. | * Addition and Subtraction. * Measurement: Time. | * Multiplication and Division. * Measurement: Money. * Measurement: Mass and Capacity. |
| **Science** | Seasonal Changes | All about me | Everyday Materials - Uses | Everyday Materials – Classifying | Plants | All about animals |
| **Computing** | We are treasure hunters  Using programmable toys | We are TV chefs  Filming the steps of a recipe | We are painters  Illustrating an e-book | We are collectors  Finding images using the web | We are story tellers  Producing a talking book | We are celebrating  Making cards digitally |
| **Geography** | Local Study of Blunsdon |  |  | Locational knowledge of the UK |  | Human and Physical Geography –  Seasons |
| **History** |  | Bonfire Night and Guy Fawkes | Explorers – Ernest Shackleton and Neil Armstong |  | What was life like for our grandparents? |  |
| **Music** | Hey you | Rhythm in the Way we walk | In the groove | Round and round | Your imagination | Reflect, Rewind and Replay |
| **Art/DT** | Drawing: Make your mark | Cooking and nutrition: Fruit & vegetables | Sculpture and 3D: Paper play | Textiles: Puppets | Mechanisms: Making a moving story book | Craft and design: Woven wonders. |
| **Modern Languages** |  |  |  |  |  |  |
| **P.E.** | Tag Rugby  Gymnastics | Dance  Basketball | Dodgeball  Fitness | Football  Orienteering | Cricket  Tennis | Athletics  Rounders |
| **R.E.** | What does it mean to belong to a faith | Incarnation | What makes some places sacred? | Salvation – Why does Easter matter to Christians | How should we care for others and the world, and why does it matter? | Gospel – What is the good news Jesus brings |
| **PSHE** | Being me in my world | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |