**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 EggLeaf  | Greta and the GiantsLike The Ocean We RiseOld Enough to Save the Planet | Little People Big Dreams: Ernest ShackletonThe Darkest DarkLook Up | A Walk in LondonThe Queen’s BagKatie in Scotland | The Tiny Seed The Extraordinary GardenerThe Secret Sky Garden | A Hero Called WolfThe Last WolfLittle RedPoem |
| **Genres** | Character DescriptionWriting in Role Non Chronological report  | InstructionsLetterPoster | Non chronological ReportRecount | PosterCharacter DescriptionLetterNarrative | 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.
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| **Science** | Seasonal Changes  | All about me  | Everyday Materials - Uses | Everyday Materials – Classifying | Plants | All about animals  |
| **Computing** | We are treasure huntersUsing programmable toys | We are TV chefsFilming the steps of a recipe | We are paintersIllustrating an e-book | We are collectorsFinding images using the web | We are story tellersProducing a talking book | We are celebratingMaking 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 RugbyGymnastics | DanceBasketball | DodgeballFitness | FootballOrienteering | CricketTennis | AthleticsRounders |
| **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 |