

King's Oak Academy

Year 1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Guy Fawkes and the gunpowder plot Why do we remember by Izzi Howell (Guy Fawkes, London, Landmarks)	Bog Baby (Local mapping, Habitats, Animals)	Sky Garden (Flight and plants) (Wright Brother)	Tree Seasons come and go (Seasons, weather changes)	Perfectly Norman (This is me! personal qualities, fitting in, Rosa Parks)	The Spectacular City (The big book of the UK) (UK cities and capitals)
Phonics (Read write Inc)	See Ruth Miskin scheme of work. Children in ability groups throughout whole school.	See Ruth Miskin scheme of work. Children in ability groups throughout whole school.	See Ruth Miskin scheme of work. Children in ability groups throughout whole school.	See Ruth Miskin scheme of work. Children in ability groups throughout whole school.	See Ruth Miskin scheme of work. Children in ability groups throughout whole school.	See Ruth Miskin scheme of work. Children in ability groups throughout whole school.
	Word reading/ Spelling/ Handwriting and comprehension taught across all groups- varied ability					
Literacy Writing	<p>Writing for different purposes: Labelling, describing Guy Fawkes, character speech bubbles, letter writing, wanted poster, storyboard sequencing events, diary entries.</p> <p>Establishing good writing habits – sitting correctly at a table, holding a pencil comfortably and correctly.</p> <p>Sentence writing – Saying out loud what they are going to write about. Composing a sentence orally before writing it.</p> <p>Punctuation – Beginning to punctuate sentences using a capital letter and a full stop leaving spaces between words.</p> <p>Nouns – adding s/es to make plurals.</p> <p>Verbs – adding – ing and ed to verbs.</p>	<p>Writing for different purposes: Labelling, missing poster, map labelling, character perspectives, setting descriptions, recipes, writing instructions (how to care for...), recounts, letters to Father Christmas.</p> <p>Establishing good writing habits – sitting correctly at a table, holding a pencil comfortably and correctly.</p> <p>Sentence writing – Saying out loud what they are going to write about. Composing a sentence orally before writing it.</p> <p>Punctuation – Beginning to punctuate sentences using a capital letter and a full stop leaving spaces between words.</p>	<p>Writing for different purposes: Writing instructions (planting seeds), letter writing (responding), labelling plants, descriptions (setting), fact files, listing, recording plant growth, messages/thankyou letters.</p> <p>Establishing good writing habits – sitting correctly at a table, holding a pencil comfortably and correctly.</p> <p>Letter formation – Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Sentence writing – Saying out loud what they are going to write about. Composing a sentence orally before writing it.</p> <p>Punctuation – Beginning to punctuate sentences using a capital letter and a full stop leaving spaces between words.</p>	<p>Writing for different purposes: Letter writing (responding), labelling plants, 5 day weather diary, fact files, instructions (recipe), listing, messages/thankyou letters.</p> <p>Sentence writing – Saying out loud what they are going to write about. Composing a sentence orally before writing it.</p> <p>Punctuation – Beginning to punctuate sentences using a capital letter and a full stop leaving spaces between words.</p>	<p>Writing for different purposes: Wheel of the week (recording our week), storyboards, Letter writing, labelling (R.E.), writing about ourselves, writing questions, newspaper article, book review, messages to friends, thankyou letters.</p> <p>Sentence writing – Saying out loud what they are going to write about. Sequencing sentences to form short narratives.</p> <p>Punctuation – Beginning to punctuate sentences using a capital letter and a full stop.</p>	<p>Writing for different purposes: Recounts, labelling (maps, bodies), Letter and postcard writing, information leaflets, listing, fact writing, experiment write ups.</p> <p>Punctuation – Using capital letters for names of people, places, the days of the week and personal pronoun ‘I’.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Grammar – Joining words and joining clauses using ‘and’.</p>
	Spelling and Handwriting taught across all half terms. (Lower-case letters relative size, starting to use strokes to join, Capital letters and digits correctly and spacing between words correctly sized)					
Maths (White rose maths)	<p>Number- Place Value within 10 (Week 1-5)</p> <p>Number- Addition and Subtraction within 10 (week 6-10)</p> <p>Geometry-Shape 2D/3D (week 11)</p> <p>Consolidation (week 12)</p>		<p>Number - Place Value within 20 (Week 1-3)</p> <p>Number- Addition and Subtraction within 20 (Week 4-6)</p> <p>Number- Place value within 50 (week 7-8)</p> <p>Measurement-Length and Height (Week 9-10)</p> <p>Measurement- Mass and Volume (Week 11-12)</p>		<p>Number -Multiplication and division (Week 1-3)</p> <p>Number- Fractions (week 4-5)</p> <p>Geometry- Position and Distance (Week 6)</p> <p>Number – Place value within 100 (Week 7-8)</p> <p>Measurement- Money (Week 9)</p> <p>Measurement- Time (Week 10-11)</p> <p>Consolidation (Week 12)</p>	
Science (Developing Experts)	<p>Everyday Materials 1</p> <ol style="list-style-type: none"> 1. Identify and name a variety of everyday materials 2. Distinguish between an object and the material it is made from. 3. Describe the properties of everyday materials. 4. Identify objects that are natural and those manmade. 5. predict and identify if an object will float or sink. 6. Explore which materials are best for different objects. 	<p>Animals including Humans: <i>About Animals</i></p> <ol style="list-style-type: none"> 1. Discover animal families 2. Learn about the difference between mammals and birds 3. Amphibians, reptiles and fish 4. Discover the type of food living things eat. 5. Explore difference between wild animals and pets 6. Explain the characteristics of an animal. 	<p>Plants</p> <ol style="list-style-type: none"> 1. Seeds grow into plants 2. Identify the basic parts of a plant and tree 3. Different plants can grow in same environment. 4. Know the difference between deciduous and evergreen trees. 5. Know that fruit and vegetables are varieties of plants. 6. Record the growth of a plant. 	<p>Seasonal Changes</p> <ol style="list-style-type: none"> 1. Understand there are four seasons 2. Understand the changes that take place in Autumn 3. Understand the changes that take place in winter. 4. Understand the changes that take place in spring 5. Understand the changes that take place in summer 6. Investigate how you can measure rainfall 	<p>Animals including Humans: <i>About Me</i></p> <ol style="list-style-type: none"> 1. Discover the basic parts of the human body. 2. Learn about your eyes and sight 3. Learn about your ears and hearing 4. Explore the tongue and taste 5. Explore your sense of touch 6. Discover how your nose smells 	<p>Everyday Materials 2 (Additional)</p> <ol style="list-style-type: none"> 1. Build a structure strong enough to withstand wind. 2. Build a waterproof structure. 3. Understand the properties and its uses. 4. Understand that materials are used to create a variety of furniture. 5. Explore a variety of fabrics and understand their different properties. 6. Explain the uses of materials and why they are suitable.

Geography		Local Mapping and Fieldwork 1. Use aerial images and plan perspectives to recognise landmarks and basic physical features. 2. Identify land use around the school. 3. Use locational language (e.g. near and far, left, right) to describe the location of features and routes on a map. 4. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).		UK Seasons and Weather 1. To know that the United Kingdom is unique nation made up of 4 countries. 2. To know the names of the 4 countries of the UK. 3. To know the seasons of the year. 4. To know the daily weather patterns of the UK.		The Countries and Cities of the UK 1. To know that the United Kingdom is unique nation made up of 4 countries. 2. To know the capital cities of the four countries in the UK. 5. To name the three seas surrounding the UK
History	Guy Fawkes 1. To know who Guy Fawkes was. 2. To know that the gunpowder plot happened in London. 3. To know that Guy Fawkes tried to blow up the Houses of Parliament because he wanted to kill Kings James I. 4. To know that Guy Fawkes did not blow up the Houses of Parliament because he got caught. 5. To know that today we remember the plot by celebrating Bonfire Night on 5 th November.		The First Flight 1. Who are the Wright Brothers? 2. What did the Wright Brothers invent? 3. How long ago did it happen? 4. Which country did the first flight take place?		Rosa Parks 1. To name Rosa Parks and begin to explore what segregation means. 2. To know when and where this event occurred. 3. Understand the key events/elements of why Rosa Parks is a significant person. 4. To understand the impact of this event on current life.	
PSHE/ RSE (Jigsaw)	Being Me in My World *Special and safe *My class *Rights and responsibility *Rewards and feeling proud *Consequences *Owning our learning charter	Celebrating Difference The same as *Different from *What is bullying *What do I do about bullying *Making new friends *Celebrating difference, celebrating me	Dreams and Goals *My treasure chest of success *Steps to goal *Acheiving together *Stretchy Learning *Overcoming obstacles *Celebrating my success	Healthy Me *Being Healthy *Healthy Choices *Clean and healthy *Medicine safety *Road safety *Happy, healthy, me	Relationships *Families *Making Friends *Greetings *People who help us *Being my own best friend. *Celebrating my special relationships	Changing Me *Life cycles *changing me *My changing body *Boys and girls bodies *Learning and Growing *Coping with changes
Computing Teach Computing new Sept 2023	Computing systems and networks Technology around us E-safety	Programming A Moving a robot – Beebot	Creating media Digital writing Planting seeds- instructions	Data and Information Grouping data (Sorting seasons)	Programming B Programming animations	Creating media Digital painting
Art and Design PKC	Colour Mixing primary/ secondary colours (Fireworks/ colours)		Style in Art (brush strokes etc)		Sculptures Animals -> People Casting and applying colour	
DT PKC		Sew Animal sock Puppets		Cook Dips and Veg/ Jam tarts (Link to PSHE- being healthy)		Vehicles (Wheels and axles) (Link to Bear and Mouse moving around UK)
RE (Jigsaw RE)	Christianity Theme – Creation God the Father	Christianity Theme- Incarnation God the Son	Islam-Enquiry 1 Theme – The 99 names of Allah	Christianity Theme – Salvation God the Son	Islam-Enquiry 2 Theme – the prophet Muhammad	Islam-Enquiry 3 Theme – The Qur’an – holy book.
Music (Charanga)	Hey You!	Christmas Rhythm in the way we walk	In the Groove Music Man (Mr Hall)	Round and Round Music Man (Mr Hall)	Your Imagination	Reflect, rewind and replay

PE (Get set 4 PE)	Gymnastics	Team Building	Forest Schools	Forest Schools	Yoga	Athletics
	Fundamentals	Ball skills	Dance	Target Games	Sports day Prep	Net and Wall games

Our Pledges

Curriculum		Learning and Development			Safeguarding			Behaviour and attitudes	
We pledge to deliver an exciting, engaging, and immersive curriculum that meets the needs of all learners and builds on their prior learning and experiences.		We pledge to create a positive, safe, and engaging learning environment where mistakes are embraced, and children are guided to become resilient learners.			We pledge to ensure that all children know and understand that we are a ‘telling school’ and share their worries or concerns with staff.			We pledge to treat all children with care and respect. All behaviour will be dealt with using a fair and restorative approach.	
Reading	Writing	Maths	Science	History/ Geography	RE	DT/ART	PE	Music	Computing
We pledge that all children will have access to a variety of texts by Year 2.	We pledge that all children will be resilient writers by the end of Year 2.	We pledge all children will be confident mathematicians by the end of Year 2.	We pledge all children will carry out a science experiment.	We pledge all children will explore their local area and the history of Kings Lynn.	We pledge all children will have the opportunity to visit a place of worship.	We pledge that all children will exhibit their artwork to an audience.	We pledge that all children will take part in a sporting activity. (Including swimming and Forest Schools)	We pledge all children will have the opportunity to learn a musical instrument.	We pledge all children will have access to a range of ICT equipment.