



Saxon Way Primary School – Curriculum Yearly Overview 2020-21

Year Group: 1						
AUTUMN		SPRING		SUMMER		
TOPIC TITLE	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
	Week 1-2: Settling in Curie/ Kahlo intro The World & Me Week 3 onwards: Dinosaurs Focus on EYFS development areas 40-60 ELG	Space Adventures! Christmas (Performance 14 th December)	Once upon a tale ... (traditional tales)	Fire, Fire! (Great Fire of London – 2 weeks) Towers, Turrets and Terrible Beasts? Castles and dragons – 3 weeks)	Rainforest Non-fiction texts – Plants and animals of the rainforest	Mini-themes & GAF All Change- Prep for year 2- How things change incl' family history and changes in school environment
SUBJECT	7 weeks (first 2 weeks for induction)	7 weeks	6 weeks	6 weeks	6 weeks	6 weeks 3 days
Key Texts	Tiny T-Rex and the Impossible Hug Tyrannosaurus Drip Tyrone the Horrible Dinosaur Roar Gigantasaurus Dinosaurs love Underpants	Man on the Moon Beegu How to Catch a Star The Marvellous Moon Map Darkest Dark Toys in Space The First Hippo on the Moon Stories from the space station, (YouTube)	Three Pigs Red Riding Hood True Story of Three Pigs Three little wolves and big bad pig Mixed up Fairy tales/Once Upon a Time (Nick Sherrat)	Vlad & the Great Fire Toby and the Great Fire of London Tell me a dragon	Walking through the Jungle Slowly, Slowly said the Sloth The Great Kapok Tree Buddy's Rainforest Rescue Stanley saves the Rainforest	Anthony Browne- Through the Magic Mirror) Huge Bag of Worries Very Hungry Caterpillar
Sp & Listening	Discussion in whole class and groups: Classroom rules, how to share and be kind to others. Listen to and continue Rhyming strings	Oral rehearsal – reporting on facts Role play Describe learning after CI Describe alien to others in group/class	Sequence stories orally Role play Explain – tell class/group how their wolf trap works and explain why their house is effective	Describe learning after CI Sequence events orally Role play	Work co-operatively, communicating effectively, to follow and to create maps Work co-operatively, communicating effectively, to make rain gauges	

Saxon Way Primary School – Curriculum Yearly Overview 2020-21



<p>English</p>	<p>Oral storytelling</p> <p>Learn the alphabet, letter names and sounds</p> <p>Labelling using phonics HA: Writing a simple sentence to describe – use of phonics Handwriting: Form letters correctly Finger spaces</p> <p>Begin to use comparative language verbally – tall, taller, tallest</p>	<p>Using simple plurals Making lists – What I would take to the moon/into space Reporters – reporting on events/facts</p> <p>Make and describe an alien</p> <p>Handwriting: Form letters correctly Finger spaces</p>	<p>Character description -Wanted posters</p> <p>Sequencing – alternative stories in groups</p> <p>Using comparative language – strong, stronger, strongest, tall, taller, tallest etc.</p> <p>Adding ‘un’ (The wolf was unkind, the pigs were unhappy)</p>	<p>Sequencing events – orally and written – story maps and diary writing</p> <p>Describing using senses – simple sentences to describe fire. Past tense – adding ed when no change to root word is needed Towers, Turrets, Terrible Beasts Using and writing comparative language – tall, taller, tallest etc. Make and describe castles</p>	<p>Adding ‘ing’ (when it is raining....., the animals are going....., he is helping...) Add captions to pictures to describe events</p>	<p>Begin to use future tense (I will enjoy..... It will be....., I am looking forward to))</p>
<p>Maths</p>	<ul style="list-style-type: none"> • Recognise numbers 0-10, 0-20 • Count reliably and place 0-20 in order • Compare numbers to say which is bigger/smaller • Begin to say 1 more/ 1 less than a given number • Begin to add or subtract numbers • Talk about size • Measuring-comparing the size of dinosaur footprints to 	<ul style="list-style-type: none"> • Recognise numbers 0-10, 0-20 • Count reliably and place 0-20 in order (HA progress to beyond 20 if confident) • Begin to understand place value in numbers to 20 and use to • compare numbers to say which is bigger/smaller • Begin to add or subtract numbers, (number bonds to 10) 	<ul style="list-style-type: none"> • Revisit place value and comparing. HA begin to form and recognise numbers to 100. • Add and subtract incl’ number bonds to 10 and 20) • Begin to recognise commutative law • Recognise doubles • Solve simple one step problems, addition and subtraction • Explore characteristics of everyday objects & 	<ul style="list-style-type: none"> • Add one digit/two digit numbers to 20 • Money • Count in 2’s, 5’s, 10’s • Measurement • Capacity, volume, weight,(compare; more/less than etc) • Begin to record; making bread then given opportunities for writing recipes • Solve simple one step problems, multiplication, addition and subtraction incl’ 	<ul style="list-style-type: none"> • Begin to understand doubling, halving & sharing • Find half and quarter of shapes • Find half and quarter of amounts, (sharing) • Position and direction – whole, half, quarter turns • Time • O’clock and half past • Solve simple one step problems, time, halves and quarters, (division), addition, subtraction 	<ul style="list-style-type: none"> • Begin to understand doubling, halving & sharing • Understand inverse • Problem solving – one step problems and missing number problems, all operations



Saxon Way Primary School – Curriculum Yearly Overview 2020-21

	human, (Recap comparative language, non-standard units)	<ul style="list-style-type: none"> • Begin to use weight, capacity; making biscuits. Opportunities in environment to write recipes • Recognise and create patterns • Solve simple one step problems, addition and subtraction 	<p>shapes</p> <ul style="list-style-type: none"> • Begin to recognise O'clock and half past through games, (what's the time Mr Wolf) 	measures		
Science	<p>Seasonal changes Observe animals and plants and talk about changes incl' weather and how day length changes (Autumn- towards end of term)</p> <p>Animals including humans Identify, name and draw basic parts of the human body and link to senses, (identify same parts on dinosaurs)</p>	<p>Seasonal changes, (Winter), and Plants Observe animals and plants and talk about changes incl' how day length changes, deciduous and evergreen trees -</p> <p>Draw/print leaves on tree and create background to show changes</p>	<p>Materials Know the difference between an object and the material it is made from Describe materials Compare materials and properties -</p> <p>Prove by testing materials that stone is the best material for a house – strong, waterproof, windproof Use learning to support designing and making a house, (see Art/DT)</p>	<p>Seasonal changes (Spring) Observe animals and plants and talk about changes incl' weather and how day length changes -</p> <p>Draw/print leaves on tree and create background to show changes</p> <p>Additional focus – How to keep healthy incl' teeth investigation?</p>	<p>Plants Describe the basic structure of common flowering plants including trees</p> <p>Animals including humans Name carnivores, herbivores, omnivores</p> <p>Group animals according to what they eat</p> <p>Identify common fish, amphibians, reptiles, birds and group some</p>	<p>Seasonal changes (Summer) Observe animals and plants and talk about changes incl' weather and how day length changes -</p> <p>Draw/print leaves on tree and create background to show changes</p>
History/ Geography			<p>Making simple maps & plans (pictorial place in stories e.g. 3 L Pigs)</p>	<p>Great Fire of London How and where did it start? Sequence events Create a London street using appropriate</p>	<p>What is it like to live in the rainforest? Weather in the rainforest compared to England- make rain gauges</p>	<p>Family history – what was school like for parents/grandparents? (classrooms and resources, learning). Compare a school</p>

Saxon Way Primary School – Curriculum Yearly Overview 2020-21

				<p>materials</p> <p>Why did it spread? (Link to Science – materials) Set fire to houses made?? How did they try to stop it?</p> <p>Castles</p> <p>Name some parts of a castle Know why castles were built and who lived in them Look at artefacts from Tudor and Norman times and compare</p>	<p>Simple maps and using locational/directional language - follow map of rainforest village to find routes, create a map of journey to school including some key places in the community</p> <p>Why is the rainforest important? What damages it?</p>	<p>resource through the ages – uniform? Play resources?</p> <p>All change –</p> <p>What changes have they seen in school and surrounding environment?</p> <p>How could we improve the school environment?</p>
Art/DT	<p>The World and Me Self-portraits/ x-ray pics Dinosaurs Make dinosaur nests Dinosaur footprints – clay? Salt dough fossils Dinosaur masks (Mark making)</p> <p>Autumn Printing- leaf print autumn</p> <p>Identifying primary</p>	<p>3D sculpture- learning how to lay paper & overlap) - Design and make a new rocket/cleaner for Bob Or Create own Space Scape (paper Mache</p> <p>Marbling – create a planet</p> <p>Food - Biscuits for Christmas Party</p>	<p>3D structure using natural materials – make a wolf trap</p> <p>Design and make a new, wolf-proof house for one of the pigs</p>	<p>Food -Making bread</p> <p>3D sculpture - Make a Tudor house to contribute to a street scene</p> <p>Experiment with tools and techniques incl' collage, splatter and blow painting - Create a fire scene</p>	<p>Learning how to lay paper, overlap & colours that compliment & or contrast - Sun-catchers Painting/printing/ combining materials – create a rainforest diorama</p> <p>Mark making, looking at texture – drawing animals of the rainforest, (pencil, pastel/paint)</p>	<p>Kahlo Self-portrait, painted/ printed onto material Repeating patterns to frame</p>

Saxon Way Primary School – Curriculum Yearly Overview 2020-21

	colours & what happens when you mix them Repeating patterns?					
Computing	Recognise a range of technology used in school and home Select and use technology for different purposes, (CD player, camera and beebots available during CI time with grid, routine games) (available during CI time & grid games)	Select and use technology for different purposes, (CD player, camera and beebots available during CI time with grid, routine games) (available during CI time & grid games)	BeeBots Predicting and programming. Using remote controls to navigate.	Online safety – know where to go for help and support when having concerns about content or contact on the internet or other online technologies Coding, (Writing instructions) Select and use technology for different purposes, (CD player, camera and beebots available during CI time with grid,	Keyboard skills: Letter recognition space bar, return & backspace	Select and use technology for different purposes, (CD player, camera and beebots available during CI time with grid,
RE	Compare Harvest (Christianity) & Sukkot (Judaism)	Incarnation Why does Christmas matter to Christians? Christmas performance Diwali	Gospel What is the good news that Jesus brings?	Salvation Why does Easter matter to Christians	Judaism Who is Jewish and what do they believe?	Judaism Who is Jewish and what do they believe?
PE (indoor and outdoor)	Multi skills, locomotion and movement	Gymnastics, locomotion and movement	Dance, Stability, (balance)	Multi skills Stability, (balance)	Gymnastics, Object control, (throwing and catching)	Athletics, Sports day practise
PSHE Link to values each term	Health & Well being Relationships Describe ourselves. Discuss behavioural expectations, how to resolve conflicts,	Relationships Revisit - Understand the importance of working and playing co-operatively,	Wider World Revisit - Understand the importance of working and playing co-operatively,	Health & Well being Keeping healthy incl' dental health, (Links to health in Tudor/ Georgian times).	Wider World Know what improves or harms local, natural and built environments – rainforest and global	Health & Well being Relationships Prep for year 2- Worries – Do children have any worries about

Saxon Way Primary School – Curriculum Yearly Overview 2020-21

PSED	similarities and differences, understanding and being sensitive to the needs of others, playing co-operatively. Understand the importance of personal hygiene for health incl' hand washing Know how to ask for help Know that we are all unique, (Link to self-portraits and Frida Kahlo).	behavioural expectations etc Recognise what being unfair or unkind means and know how to respond to unkindness Keeping safe - Fireworks	behavioural expectations etc Rights and responsibilities – we all have rights, incl' the right to feel safe, and all therefore have responsibilities toward others – address through focus texts.		warming/human destruction	upcoming changes? What are they looking forward to? (Huge Bag of Worries) Growing and changing- new opportunities it brings Know that we are all unique, (Link to self-portraits and Frida Kahlo).
Music	Represent own ideas through music: Listen to Dinosaur stomp and create own versions Music introduced at key times to promote sustained concentration and discussion about emotional responses. Move on to teach rhythm, pitch, and tempo. Music linked to art, writing, (write dance) and PE, (dance and gymnastics) Music area available in the classroom to explore and practise skills as children choose. Lessons from music teacher? TBC.					
Forest School	Autumn Hunt		Winter Hunt	Spring Hunt	Shelter- Den making	Summer Hunt
School Value	Kindness Relationship	Responsibility Independence	Excellence Resilience	Kindness Relationship	Responsibility Independence	Excellence Resilience
British Value	Integrity	Democracy	Mutual Respect	The Rule of Law	Individual Liberty	Tolerance / Mutual Respect