



# Sandridge Curriculum Overview

## Year 1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Labels, Lists and Captions</b></p> <p>(Write labels and sentences for an in-class exhibition/Museum display)</p> <p><b>Stories with Predictable Phrasing</b></p> <p>(Write a series of sentences to retell events based on personal experience)</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>	<p><b>Recount</b></p> <p>(Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing)</p> <p><b>Vocabulary Building</b></p> <p>Read, write and perform free verse.</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>	<p><b>Contemporary fiction – stories reflecting children’s own experience</b></p> <p>Write a series of sentences to retell events based on personal experience.</p> <p><b>Reports Information Texts</b></p> <p>(A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a</p>	<p><b>Instructions</b></p> <p>(Following a practical experience, write up the instructions for a simple recipe)</p> <p><b>Structure – rhyming couplets</b></p> <p>Recite familiar poems by heart. Not read, write and perform free verse</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>	<p><b>Traditional Tales – Fairy tales</b></p> <p>Write a re-telling of a traditional story.</p> <p><b>Reports</b></p> <p>(A simple non-chronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general)</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>	<p><b>Vocabulary Building</b></p> <p>Read, write and perform free verse.</p> <p><b>Take one book</b></p> <p><b>Letters and Postcards</b></p> <p>(One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term)</p> <p><i>British Values: Mutual Respect, Rule of the Law and Tolerance</i></p>

			<p>description of a single member of a group and the group in general)</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>		
<b>Maths</b>	<p>Block A Counting whole numbers and multiples; Read, write order and compare whole numbers; Identify, represent and estimate; rounding; Number bonds and partitioning; Multiply /divide mentally</p> <p>Block B Counting in multiples; read, write, order and compare numbers; number problems; Add / subtract mentally and written to solve problems; estimate, use inverses and check; Counting in multiples; Recognise, describe properties and classify shapes.</p> <p>Block C Recognise, find write, name and count fractions; statistics; identify represent and estimate; measurement, lengths, heights, mass, capacity and volume; measurement, telling time, ordering time, duration and units of time; measurement money</p> <p>Block D Add and subtract mentally and using written methods; add and subtract to solve problems; counting in multiples; solving problems; recognise, find, write, name and count fractions</p> <p>Block E Geometry, position and direction; measurement, compare, order, add and subtract and solve problems</p>	<p>Block A Counting whole numbers and multiples; Read, write order and compare whole numbers; Identify, represent and estimate; rounding; Number bonds and partitioning; Multiply /divide mentally</p> <p>Block B Counting in multiples; read, write, order and compare numbers; number problems; Add / subtract mentally and written to solve problems; estimate, use inverses and check; Counting in multiples; Recognise, describe properties and classify shapes</p> <p>Block C Recognise, find write, name and count fractions; statistics; identify represent and estimate; measurement, lengths, heights, mass, capacity and volume; measurement, telling time, ordering time, duration and units of time; measurement money</p> <p>Block D Add and subtract mentally and using written methods; add and subtract to solve problems; counting in multiples; solving problems; recognise, find, write, name and count fractions</p> <p>Block E Geometry, position and direction; measurement, compare, order, add and subtract and solve problems</p>	<p>Block A Counting whole numbers and multiples; Read, write order and compare whole numbers; Identify, represent and estimate; rounding; Number bonds and partitioning; Multiply /divide mentally</p> <p>Block B Counting in multiples; read, write, order and compare numbers; number problems; Add / subtract mentally and written to solve problems; estimate, use inverses and check; Counting in multiples; Recognise, describe properties and classify shapes</p> <p>Block C Recognise, find write, name and count fractions; statistics; identify represent and estimate; measurement, lengths, heights, mass, capacity and volume; measurement, telling time, ordering time, duration and units of time; measurement money</p> <p>Block D Add and subtract mentally and using written methods; add and subtract to solve problems; counting in multiples; solving problems; recognise, find, write, name and count fractions</p> <p>Block E Geometry, position and direction; measurement, compare, order, add and subtract and solve problems</p>		
<b>Science</b>	<p>Animals, Including Humans</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>	<p>Every Materials</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>	<p>Plants</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>		
<p>Seasonal change embedded throughout the year, linking with Forest Schools</p>					
<p>Scientific skills taught across all units: asking questions; performing simple tests and using equipment; saying why a test is fair; observing and measuring; using books, videos, the internet, people and photos to find answers; recording information; looking for patterns – sorting and grouping</p>					

History/Geography	<p><b>History</b></p> <p><b>Toys Past and Present</b></p> <p><i>Identify, describe and compare objects that are old and new. Order decades chronologically</i></p> <p><i>British Values: Mutual Respect and Tolerance</i></p>		<p><b>Geography</b></p> <p>Where do I live?</p> <p>Around the world.</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>		<p><b>Geography</b></p> <p>The four seasons.</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>		<p><b>History</b></p> <p><b>Intrepid Explorers</b></p> <p><i>Pose simple questions to find out about the past and use simple texts to research historic figures. Compare the lives and achievements of famous historical figures. Distinguish between different periods in time using simple markers.</i></p> <p><b>Castles</b></p> <p><i>Use photographs and simple texts to investigate people, events and castles in the past. Understand the reason for battles is to conquer a country. Explain why castles were built as fortresses and how their use has changed over time. Suggest how and why a monarch would need to make their crown safe. Describe the different roles in medieval society. Organise events into a simple timeline.</i></p> <p><i>British Values: Mutual Respect and Tolerance</i></p>	
	<p><b>Computing</b></p> <p>Technology around us</p> <p><i>British Values: The Rule of Law</i></p>		<p>Creating media-digital painting</p> <p><i>British Values: The Rule of Law</i></p>	<p>Creating media-digital writing</p> <p><i>British Values: The Rule of Law</i></p>	<p>Grouping data</p> <p><i>British Values: Mutual Respect and The Rule of Law</i></p>		<p>Discovering programming-Moving a robot</p> <p><i>British Values: Mutual Respect and The Rule of Law</i></p>	<p>Discovering programming-Introduction to animation</p> <p><i>British Values: The Rule of Law</i></p>
<p><b>PE</b></p> <p>Fundamentals</p> <p>Yoga</p>		<p>Ball Skills</p> <p>Dance</p>	<p>Team Building</p> <p>Target Games</p>	<p>Invasion games</p> <p>Gymnastics</p>	<p>Athletics</p> <p>OAA</p>	<p>Fitness</p> <p>Striking and Fielding</p>		

	<i>British Values: Mutual Respect, The Rule of Law and Tolerance</i>	<i>British Values: Mutual Respect, The Rule of Law and Tolerance</i>	Target Games  <i>British Values: Mutual Respect, The Rule of Law and Tolerance</i>	<i>British Values: Mutual Respect, The Rule of Law and Tolerance</i>	<i>British Values: Mutual Respect, The Rule of Law and Tolerance</i>	<i>British Values: Mutual Respect, The Rule of Law and Tolerance</i>
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<b>PSHE</b>	<p>Being Me in My World</p> <p>Year ahead; being me in Britain; responsibilities; rewards &amp; consequences; learning charter</p> <p><i>British Values: Mutual Respect, The rule of law, Responsibility, Democracy</i></p>	<p>Celebrating Difference</p> <p>Ways I am different from my friends How these differences make us all special and unique</p> <p><i>British Values: Mutual Respect, The rule of law and Tolerance</i></p>	<p>Dreams and Goals</p> <p>New challenges, feelings of success and celebrating success</p> <p><i>British Values: Individual Liberty, Mutual Respect</i></p>	<p>Healthy Me</p> <p>Why my body is amazing and ways to keep it safe and healthy</p> <p><i>British Values: Mutual Respect, Individual Liberty</i></p>	<p>Relationships</p> <p>Appreciating someone who is special to me and expressing how I feel about them</p> <p><i>British Values: Mutual Respect, Tolerance</i></p>	<p>Changing Me</p> <p>Identifying the parts of the body that make boys different to girls and can use the correct names for these Respecting my body and understanding which parts are private</p> <p><i>British Values: Mutual Respect, Individual Liberty</i></p>
<b>RE</b>	<p>Our wonderful world</p> <p>What do Christians, Jews and Muslims believe about how the world was made?</p> <p><i>British Values: Mutual Respect, Democracy and Tolerance</i></p>	<p>Why do Christians give gifts at Christmas?</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>	<p>Special books</p> <p>Bible, Torah and the Qur'an</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>	<p>What did Jesus teach us?</p> <p>What did Jesus give up for love? – Easter</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>	<p>What do Hindus celebrate?</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>	<p>What do Muslims celebrate?</p> <p><i>British Values: Mutual Respect and Tolerance</i></p>
<b>Music</b>	<p>How can we make friends when we sing together?</p>	<p>How does music tell stories from the past?</p>	<p>How does music make the world a better place?</p>	<p>How does music help us to understand our neighbours?</p>	<p>What songs can we sing to help us through the day?</p>	<p>How does music teach us about looking after our planet?</p>

	<i>British Values: Mutual Respect and Liberty</i>	<i>British Values: Mutual Respect and Liberty</i>	<i>British Values: Democracy, Mutual Respect and Tolerance</i>	<i>British Values: Democracy, Mutual Respect and Tolerance</i>	<i>British Values: Democracy, Liberty, Mutual Respect and Tolerance</i>	<i>British Values: Democracy, Liberty, Mutual Respect and Tolerance</i>
<b>Art &amp; DT</b>	Art & Design Drawing- Make your mark  <i>British Values: Mutual Respect and Tolerance</i>	D&T Structures- Constructing a windmill  <i>British Values: Mutual Respect and Tolerance</i>	D&T Textiles- puppets  <i>British Values: Mutual Respect and Tolerance</i>	Art & Design Sculptures and 3D- Paper Play  <i>British Values: Mutual Respect and Tolerance</i>	D&T Cooking & nutrition- Fruit and vegetables  <i>British Values: Mutual Respect and Tolerance</i>	Art & Design Painting & mixed media- Colour splash  <i>British Values: Mutual Respect and Tolerance</i>
<b>Cross Curricular Links</b>	Science: Writing captions and labels  Computing/Topic: Using paint to create	PSHE and RE: Celebrating differences and learning about different light festivals.  Computing: positional language  Topic: time language  Science: data, graphs and tables, Light Festivals	Being safe and kind online  PE: Team building games and PSHE: Groups we belong to.	Topic: Using google maps/Earth  Science: Weather diary, data, graphs and tables  Healthy me: PSHE, PE	PSHE and RE: Talking about things that are special.  History and science: Plants	RE: Speaking, listening and discussing  Computing: Positional Language  Science: data, graphs and tables
<b>French</b>	French will be accessed by answering the register and lunch options in French					

British Values - as a national statutory requirement, we will be incorporating British Values across the curriculum. You can find more information about British Values on our website.