



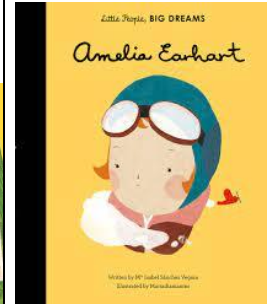
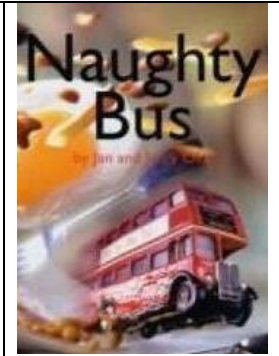
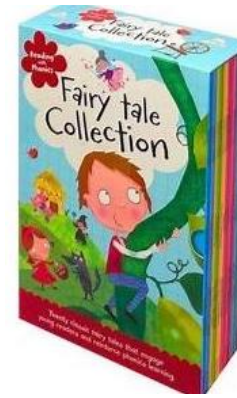
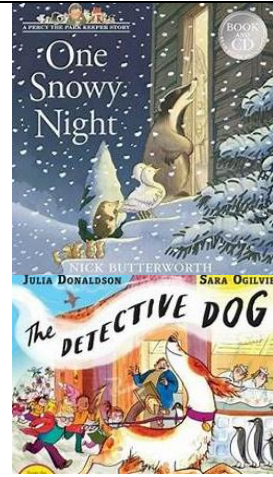
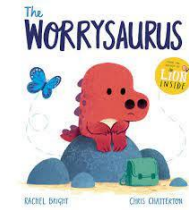
# ESHER CHURCH SCHOOL

*Christ at the Centre; Life to the Full*

## Year 1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Big Enquiry Question</b>	What makes a good Superhero?	What makes autumn special? How does Jesus' birth light up winter?	What patterns can we see in nature during winter?	How can traditional tales help us with our learning?	What makes Britain Great?	How will we travel in the future?
<b>Celebration of Learning</b>	Superhero showcase	Christmas Service led by year 1 at Christchurch, Esher/recorded service	Art exhibition inspired by the artist Andy Goldsworthy	Write and share traditional tales with reception children	Cornish Cream Tea What makes Britain Great assembly	Design and evaluate a futuristic mode of transport
<b>Ready to Launch</b>	Treasure-hunt of real life and fictional superheros  What makes them superheros?	Season Detectives  Walk around Esher Church School  What signs of Autumn can you find?	Winter walk at Claremont Fancourt School  Potential visit from local season artist. TBC	Traditional Tale Character Dress Up Day.	Make a travel agents in the classrooms.  Visit the 'travel agent' to gain your ticket on a journey through Britain!	Trip to Brooklands Museum.  How many modes of transport can you think of?

Key text/s

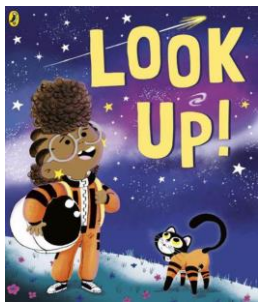
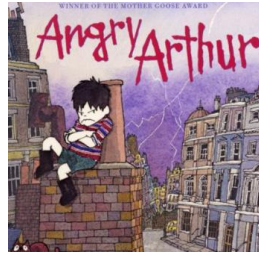
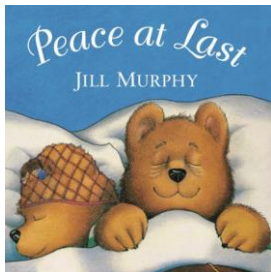
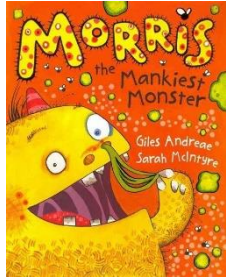
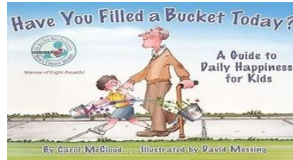
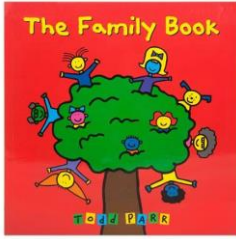


<p style="text-align: center;"><b>English</b></p>	<p>Little Wandle Phonics Write simple recounts based on children's own experiences. Predict the ending of a story and consider different scenarios. Create characters description using adjectives. Write short narratives and poems inspired by literature to entertain. Use Literacy Ladybird to encourage independence. Penpals Handwriting.</p>	<p>Little Wandle Phonics Write simple recounts based on children's own experiences including autumn walk whilst using conjunctions to extend sentences. Use of non-fiction books to inform our learning. Write short narratives and poems inspired by literature to inform. Write recounts based on children's own experiences including visit to British Wildlife Centre. Use Literacy Ladybird to encourage independence. Penpals Handwriting.</p>	<p>Little Wandle Phonics Write recounts based on children's own experiences including spring walk using pre/suffixes such as ing, ed. Retell narrative and write own stories based on similar theme. Use Literacy Ladybird to encourage independence and self correction. Write short narratives and poems inspired by literature to entertain. Penpals Handwriting.</p>	<p>Little Wandle Phonics Use range of Traditional Tales to revise reading and writing alternatives sounds for graphemes. Write own traditional tales after comparing and informing ourselves from other narratives. Write short narratives and poems inspired by literature to entertain. Use Literacy Ladybird to encourage independence and self correction. Penpals Handwriting.</p>	<p>Little Wandle Phonics Write recounts based on children's own experiences including summer walk, To write a recipes for afternoon tea. Use nonfiction texts to create own information books. Writing instructions and letter to develop our writing genres and structures. Use Literacy Ladybird to encourage independence and self correction. Write short narratives and poems inspired by literature to inform. Penpals Handwriting.</p>	<p>Little Wandle Phonics Write recounts based on children's own experiences including trip to Brooklands Museum. Write narrative based on The Naughty Bus and create own nonfiction fact files on transport. Using books to inform us of the achievements of real people in present and past. Then write our own fact file in preparation for Year 2. Use Literacy Ladybird to encourage independence and self correction. Write short narratives and poems inspired by literature to entertain. Penpals Handwriting.</p>
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<p style="text-align: center;"><b>Maths</b></p>	<p>Develop understanding of Place Value within numbers to 10</p> <p>Addition and subtraction using numbers to 10</p> <p>Develop a deeper understanding and knowledge of mental maths skills</p> <p>Extend use of appropriate mathematical language</p>	<p>Addition and subtraction using numbers to 10</p> <p>Develop a deeper understanding and knowledge of mental maths skills</p> <p>Extend use of appropriate mathematical language</p> <p>Explore, recognise and name shapes</p> <p>Extend use of appropriate mathematical language</p>	<p>Develop understanding of Place Value within numbers to 20</p> <p>Addition and subtraction using numbers to 20</p> <p>Develop understanding of Place Value within numbers to 50</p> <p>Develop a deeper understanding and knowledge of mental maths skills</p> <p>Extend use of appropriate mathematical language</p>	<p>Develop understanding of Place Value within numbers to 50</p> <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> </ul> <p>Extend use of appropriate mathematical language</p> <p>Develop a deeper understanding and knowledge of mental maths skills</p> <p>Extend use of appropriate mathematical language</p>	<p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Extend use of appropriate mathematical language</p>	<p>Develop understanding of Place Value within numbers to 100</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Sequence events in chronological order using appropriate language</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands</p> <p>Extend use of appropriate mathematical language</p>
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<b>RE</b>	Who is Jesus? How can Jesus help us to make good choices?  Reflection Area and meditation	Why do people give presents at Christmas?  Reflection Area and meditation	How do Jewish families celebrate Shabbat? What is the Torah and why is it important to Jews?  Reflection Area and meditation	Is Easter happy or sad?  Why do Christians pray?  Reflection Area and meditation	What is a church?  Reflection Area and meditation	Who is God?  Reflection Area and meditation
<b>Science</b>	Ourselves, the body, growing and our senses Describe, identify and compare a variety of common animals.	Observing changes in Autumn and the effect the Seasons have on animals Hibernation and migration Observe and describe weather associated with the seasons  Spotting signs of autumn around ECS.	Camouflage animals Observing changes in winter /spring  Seasonal changes around the world  Winter walk to and around Claremont Fancourt School  Winter safety and how the seasons impact our lives	Recognising, sorting & describing materials / magnetism Linking materials to their uses e.g. should they make a house out of straw, paper or bricks? Fair testing & predictions What will happen? Was I right?	Observing changes in spring/animals in spring  Spotting changes from spring to summer around ECS.	Observing changes in Summer Sun and summer safety Identifying plants and trees. Season comparisons and the different ways they affect our lives  Spotting signs of summer around ECS.
<b>Computing</b>	Technology around us, at school and beyond school	Using Bee bots to navigate the superhero to the disaster	Esafety Digi Duck's Big Decision by Lindsay Buck	Esafety Digi Duck's Big Decision by Lindsay Buck	Espresso Coding using chrome books	Taking photograph: storing, retrieving and printing  Espresso Coding using chrome books

Story Project  
Texts



<p><b>PSHCE</b></p>	<p>Do you have to wear a cape to be a Superhero?</p> <p>What makes a real superhero? It is having magical powers or is it down to personality?</p> <p>How can I be a superhero? What characteristics make me super?</p> <p>Who is special to me? My family, recognising that all families are different and that's OK. (Who's in a family By R. Skutch)</p> <p>The Worrysaurus/ Supersaurus</p> <p>Who can help me when I have a worry?</p> <p>What can I do to help myself?</p>	<p>How can stories help me be a better friend? Including: Something Else By Kathryn Cave, Elmer By D. McKee, Mr Big By E. Vere, The John Lewis adverts,</p> <p>Anti-bullying week What is bullying? What should I do if I am being bullied or I know someone is being bullied in real life and online?</p> <p>How can we make ECS a happy place?</p>	<p>Living a healthy lifestyle</p> <p>How can I be physically and mentally healthy and happy?</p> <p>Keeping myself safe</p>	<p>Who looks after us and who keeps us safe?</p> <p>Who can I talk to when I need help?</p> <p>Good and Bad Strangers</p>	<p>What communities do I belong to?</p> <p>Dealing with emotions and feelings. How can I help myself? How can I help others?</p> <p>Including feeling: Sad Happy Angry Scared</p>	<p>Preparing for year 2</p> <p>Citizenship: being fair, responsible and honest</p> <p>Our Wonderful World By Nick Butterworth</p> <p>How can we look after our planet and keep our planet safe?</p> <p>How can we look after our own community?</p> <p>How can we make ECS a more sustainable place?</p> <p>Making a toy out of Recycled materials</p>
<p><b>PE</b></p>	<p>Swimming 5 A Day Kick Football</p>	<p>5 A Day Throwing, catching and ball skills Small apparatus</p>	<p>5 A Day Team games and skills Gymnastics</p>	<p>5 A Day Outdoor Team and co-operation games Indoor Athletics</p>	<p>5 A Day Swimming Athletics</p>	<p>5 A Day Swimming Scatterball</p>

<p><b>History</b></p>	<p>Black History Months: Celebrating the lives of Nelson Mandella, Mary Secole, Rosa Parks, Jesse Owen and more recently Mo Farrah and Marcus Rashford.</p>	<p>Explore the Christmas Story and how it has influenced how we live our lives in the present day and through time that are significant nationally or globally</p>		<p>Using stories from the past to help us with our phonics.</p> <p>Why were they written? Are they real? Is each story always retold the same?</p>	<p>Historic traditions of England/Scotland/Northern Ireland and Wales</p> <p>Traditions of food/flag/music/famous people/inventions/</p> <p>Historic stories eg Finn McCool and the Giant's Causeway</p>	<p>History of transport &amp; famous travellers/inventers.</p> <p>Why was there a need for transport to change and develop? How did things change? People from History inc Wright Brothers/George Stephenson/Neil Armstrong/Tim Peake/Emily Earhart</p>
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<p><b>Geography</b></p>		<p>Physical and human features of Claremont Fan Court</p> <p>Keeping safe during our trip to the woods</p> <p>Key physical features of the physical environment</p> <p>Distinctive features of animals and their habitats eating habits</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and how they effect people and animals.</p>	<p>To use first hand observation for physical and human features of Claremont Fancourt School in relation to the seasons</p>	<p>Looking at where in the world stories are based and have originated from.</p>	<p>To develop their knowledge about the United Kingdom and their locality</p> <p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom.</p> <p>Physical and human features of a town, seaside place etc</p> <p>To use maps, atlases and globes to identify the United Kingdom and it's countries</p>	<p>To use first hand observation for physical and human features of Claremont Fancourt School in relation to the seasons</p> <p>To use maps to locate different countries in raltion to transport</p>
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<p><b>Design &amp; Technology</b></p>	<p>To design make and evaluate a functional appealing accessory for their Superhero toy</p> <p>To select from and use a range of tools, material and components</p> <p>Explore and evaluate a range of existing products for example, existing superheroes (real and fictional)</p>		<p>Explore Andy Golsworthy sculptures</p> <p>Design and generate own sculptures using a selection of materials from nature</p> <p>Evaluate ideas</p>		<p>Parents volunteers – select and use a range of ingredients to follow a recipe</p>	<p>To design make and evaluate a functional futuristic mode of transport</p> <p>To explore and evaluate a range of transport modes to include a visit to the British Transport Museum</p> <p>To select and use a wide range of materials and components including recycled materials and textiles</p>
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<p><b>Art &amp; Design</b></p>	<p>Self Portraits influenced by Pablo Picasso. Using mixed media to create their portraits.</p>	<p>To use a range of material to design and make accessories and props for the church service Christmas art</p> <p>The Beautiful Ooops by Barney Salzberg</p> <p>Winter trees: watercolour and masking tape</p>	<p>To learn about the work of a range of artists and making links to their own work E.g. Andy Goldsworthy</p> <p>To develop a wide range of art and design techniques to recreate paintings and structures stimulated by Andy Goldsworthy</p> <p>To develop and share their ideas and imagination</p>	<p>Easter crafts</p> <p>Henri Matisse: leaf collage</p> <p>Spring blossom paintings</p>	<p>Design and create our own flags</p> <p>Looking at British Artists</p> <p>Make posters to advertise why Britain is Great.</p> <p>Mixed media art for camouflage</p>	<p>Line, shape and pattern Wassily Kandinsky/ Joan Miro</p>
<p><b>Music</b></p>	<p>We can all sing! To develop singing our singing skills and confidence. To understand melodies.</p>	<p>Foundations of Music – Pulse, Identify a beat and reproduce it; Listen and appraise, using music to help guide the imagination, discuss what we liked and disliked about the songs we listen to</p> <p>Learning Christmas Carols and songs for the Christmas Service</p>	<p>Pulse and Rhythm Composition – Invent a pulse, use the body as percussion</p> <p>Singing – Learning melodies and performing them with accompaniment</p>	<p>Instruments – Learning simple percussion rhythms on instruments. Learn basic pitches and notes on either keyboard, glockenspiel or recorder; identify different instruments and how they sound</p>	<p>Musical traditions and folk music around Great Britain. British composers.</p>	

