



Year 1 COJO Curriculum overview



Year 1 curriculum overview

| Subject | Autumn Simba and me - Circle of Life | | | Spring Traditional Tales - Once Upon a Time | | | Summer Steve Backshall - A Walk on the Wild side | | | |
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| English | Fiction Stories from Other Cultures Diaries | Non-Fiction Fact Files Letters | Poetry Senses Poetry Pattern & Rhymes | Fiction Traditional Tales Plays | Non-Fiction Instructions Letters | Poetry Funny Poems | Fiction Descriptive Writing Adventure Stories Recounts | Non-Fiction Instructions | Poetry Senses Poems About Nature | |
| Maths | Number & Place Value Addition & Subtraction Measurement – Money Geometry – Properties of shapes | | Number & Place Value Addition & Subtraction Measurement – Time: sequences/days of the week etc Geometry – Position & direction | Number & Place Value Addition & Subtraction Measurement – Height & length | | Multiplication & Division Fractions Measurement - Time Geometry – Properties of shapes | | Number & Place Value Addition & Subtraction Measurement – Money Multiplication & Division Measurement – Time Measurement – Capacity & volume/ weight & mass Fractions | | |
| History and Geography | Locational Knowledge Locating the world’s continents. | Physical & Human Geography Considering how Africa is different to where we live. Locating hot and | Geography Skills and Fieldwork Using directional and positional language | Changes Within Living Memory | | | | Place & Locational Knowledge Learning about key features of different environments in places across the Earth. E.g. rainforests, the beach, mountains. | Physical and Human Geography Using geographical vocabulary to describe key physical features such as: coast, cliff, beach, forest, sea, ocean | Geography Skills and Fieldwork Studying aerial photographs of different environments. |
| | | | | Chronology Considering the difference between old and new. Putting things into time order. | Historical Knowledge Learning about toys of the past, how they were made and who they were for. Learning about toys of the Victorian Era | Then to Now How are our toys different to those our grandparent s had? How are they different to toys from further in the past? | Historical Enquiry Use a range of sources, visitors and stories to learn about toys from the Victorian Era | | | |

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| Art | Sketching & Drawing Practising drawing and exploring pattern, sketching with some control. | Painting Landscapes and animals. | Modelling Working with clay. | Collage Working with a range of materials. | Sketching & Drawing Making pop-up picture books. Making rubbings. | Painting Painting animals from traditional tales. | 3D Art Making structures such as beanstalks, story boxes and 3D characters | Collage From natural materials. | Sketching & Drawing Animals found on the journeys | Printing Animal prints | Collage Making collages using a range of materials | 3D Art Making 3D scenes and creating items from clay. |
| D&T | Design African habitats | Make Making their designs and following their plans. | Evaluate Evaluating their own work and that of others in the class. | Cooking and Nutrition African cuisine. | Design Houses from a range of materials, umbrellas or raincoats. | Make Making their designs and following their plans. | Evaluate Evaluating their own work and that of others in the class. | Cooking and Nutrition Making porridge, flapjacks and apple pie. | Design Tree structures and rainmaker | Make Making their designs and following their plans | Evaluate Evaluating their own work and that of others in the class. | Cooking and Nutrition Sampling food from around the world |

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| COJO Characteristics RESPECT | Tanisha Teamwork Works as part of a group, understands, and follows the rules. Adjusts behaviour to different situations. Takes into account the ideas of others with support. | Eddie Empathy Polite, shares with people within their group and takes turns without prompting | Self-Awareness Confident to speak in a familiar group and talk about their ideas. Knows when to ask for help without support. | Positivity and Excellence Knows what they are good at and why. Seeks new activities and explains what they like to do and why. | Communication Joins in with discussions and shares information with adults. | Resilience Focuses on activities independently, in a positive manner. |
| British Values | Democracy Voting for School Councillors and conducting regular class meetings to discuss and review agenda items. | Mutual Respect Use manners throughout the school day and respect their own belongings and resources within the classroom. What makes a good friend? How do we respect others? Begin to develop awareness of, and acceptance of different religions (Christianity and Judaism). Potential trip to a Church or Synagogue. Develop positive relationships with staff and peers. | Rule of Law Exploration of the laws within the classroom. | Individual Liberty Make safe choices both in and outside the classroom, knowing that they are in a safe and supportive environment | Tolerance Accept themselves and others and understand that we are all different. Have an open-mind. Listen to other people's beliefs. | |