

YEAR 1 CURRICULUM OVERVIEW 2022-2023

At Christ the King, every child is valued as an individual and is provided with opportunities and experiences to enable them to flourish and aspire to serve and achieve.

We intend to provide an exciting and cohesive curriculum that enables each child to develop as a confident member of their local and global communities, to provide learning experiences that develop skills, knowledge, relationships, attitude and cognition which are underpinned by the gospel values and a passion to care for our common home.

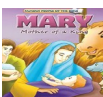
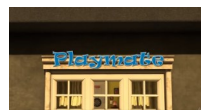

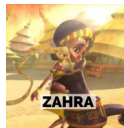


PEACE– How can we show peace to our world and our neighbours?

See Judge Act

AUTUMN 1 7 weeks	AUTUMN 2 7 weeks	SPRING 1 6 weeks	SPRING 2 6 weeks	SUMMER 1 6 weeks	SUMMER 2 7 weeks
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Religious Education:		Religious Education:		Religious Education:							
Mary's Birthday (1 week) Celebration and significant women	Families God's love and care for everybody	Judaism (1 week)	Belonging Baptism an invitation to belong to God's family	Waiting Advent a time to look forward to Christmas	Special People People in the Parish family	Islam (1 week)	Meals Mass; Jesus' special meal	Change Lent a time for change	Holidays and holy days Pentecost: Feast of the holy spirit	Being sorry Sacrament of reconciliation	Neighbours Neighbours share God's world

PSHE:	PSHE:	PSHE:	PSHE:	PSHE:
Story sessions: handmade with love I am unique Girls and boys Clean and healthy	Feelings, likes and dislikes Feelings inside out Super Susie gets angry The cycle of life	God loves you Special people Treat others well and say sorry	Being safe Good secrets and bad secrets Physical contact	Trinity house Who is my neighbour? The communities we live in

Themes:	Themes:	Themes:	Themes:	Themes:	Themes:
Happy Birthday, Mary! (2 days) Who is important to me? Settling in 	What's in my toybox? (4 weeks) How are toys made? (4 weeks) How can we show humility ? Literacy Shed 	Around the World (3 weeks): How can we show peace to our neighbours? 	African Adventure (4 weeks): Do we live in a fair world? Do we have justice in our world? 	How long ago? (3 weeks): How do we show courage ?  	A stroll through the seasons (5 weeks): Seasons of Trees Poem by Julie Holder How can we show peace to our environment?

The Gruffalo (3 weeks) How can we show compassion for our animals? 	Once Upon a Christmas (3 weeks): Why is Jesus important to Christians? Jesus showed us forgiveness . How can we forgive others. 	Time Travel (3 weeks): Should we always use our cars to get around? (integrity) 	Science Week (1 week): 	On my doorstep (3 weeks): How can we show kindness to our neighbours? 	Spreading our wings (2 weeks): How can we show courage when trying new things? 
Goldilocks (3 weeks): How can we show kindness to our local area and where we live? 			Green Fingers (2 weeks) How can we show compassion for our environment? 		

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Inspirational and influential people:	Inspirational and influential people:	Inspirational and influential people:	Inspirational and influential people:	Inspirational and influential people:	Inspirational and influential people:
Enrichment: Autumn hunt	Enrichment: Trip to the Priest House. TBC	Enrichment:	Enrichment: Trip to Kinson forest.	Enrichment: Local walk around Kinson.	Enrichment:
English: Revisit set 1 RWI phonics and teach set 2, handwriting, sentence structure, capital letters and full stops	English: Revisit RWI phonics set 1 and set 2 and teach set 3, handwriting, sentence structure, capital letters and full stops	English: Revisit RWI phonics set 1, 2 and 3, handwriting, sentence structure, capital letters and full stops	English: Revisit RWI phonics set 1, 2 and 3, handwriting, sentence structure, capital letters and full stops	English: Revisit RWI phonics set 1, 2 and 3, handwriting, sentence structure, capital letters and full stops	English: Revisit RWI phonics set 1, 2 and 3, handwriting, sentence structure, capital letters and full stops
SPAG: <ul style="list-style-type: none"> • Noun (object/ person) • Adjective (describing word) • Question Sentence • Full stop • Question mark 	SPAG: <ul style="list-style-type: none"> • The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k (e.g. think) • -tch (e.g. rich, catch) The /v/ sound at the end of words (e.g. give, have) Adding -ing, -ed and -er to verbs where no change is needed (e.g. hunting, hunted, hunter) 	SPAG: <ul style="list-style-type: none"> • Nouns (object/ person) • Adjectives (describing word) • Verbs (doing/ being/ having) • Questions Commands • Exclamations • Sentences Co-ordinating conjunctions: Join sentences using 'and' • Full stops • Question marks • Exclamation marks 	SPAG: <ul style="list-style-type: none"> • Plural noun suffixes -Suffixes with no change to root word -ed, -ing, and -er • As term 1 and ... Using k for the /k/ sound (eg kit, skin) • Adding the endings -ing, -ed and -er to verbs where no change is needed in the root word (e.g. hunting, hunted, hunter) • Adding -er and -est to adjectives where no change is needed (eg quicker, quickest) • Words ending -y (eg very, funny) 	SPAG: <ul style="list-style-type: none"> • As Autumn Term & Spring Term plus... • Adding the prefix -un (eg unhappy) Suffixes • ph (eg dolphin) and wh (eg whale) Adding s and es to singular words to make plural forms (eg cats, horses, buses) 	SPAG: <ul style="list-style-type: none"> • Review all previous taught SPAG and any gaps
Spelling word list: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, they, be, he, me, she, we, no, go, so, by, my		Spelling word list: Common exception words as term 1 and here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, when		Spelling word list: Days of the Week Compound words (eg blackberry, farmyard) Common exception words from terms 1 and 2	
Maths: Number and place value to 20 Addition and subtraction Properties of shape		Maths: Number and place value to 50 Addition and subtraction Measurement		Maths: Multiplication and division Fractions Position and direction Place Value to 100	

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Science—Animals:</p> <ul style="list-style-type: none"> Animals are different to plants. Animals can be placed into different groups. Animals have different features. Animals can be grouped in different ways. 	<p>Science—Materials:</p> <ul style="list-style-type: none"> Materials have different physical properties. Materials can be grouped in a number of ways. The material that we choose to make an object from depends on its purpose (e.g. no chocolate kettle). 	<p>Science—Humans:</p> <ul style="list-style-type: none"> Humans are omnivores, but some choose to eat only plants. Humans are made of many different body parts. Humans have five senses which are associated with different body parts. 	<p>Science—Plants:</p> <ul style="list-style-type: none"> A plant is a living thing that usually grows in one place. Evergreen plants keep their leaves all year round. Deciduous plants lose their leaves in winter. The basic parts of a plant. 	<p>Science—Materials:</p> <ul style="list-style-type: none"> The material is what an object is made of, for example a cup can be made of paper or plastic. Common materials include wood, paper, metal, glass, water, rock. 	<p>Science—Seasons:</p> <ul style="list-style-type: none"> There are four seasons. The weather changes gradually as we move from season to season. The weather can change rapidly in one day. Recognise differences between four seasons in terms of living things. Daytime is when the Earth is facing the Sun; night time is when the Earth is facing away from the Sun.
<p>Geography—Here I am:</p> <ul style="list-style-type: none"> We live on the Earth. My home, our school and our community is at the local scale. Human settlements. Human features are man-made, physical features. Human features in my local area. Physical features in my local area. 		<p>Geography—Around the World:</p> <ul style="list-style-type: none"> There are seven continents in the world, six of which people live on. There are countries within each continent (except Antarctica). The equator is an imaginary line across the earth. The North Pole and the South Pole are at the top and bottom of the Earth. Kenya is a country in Africa. 	<p>Geography—Around the World:</p> <ul style="list-style-type: none"> While the school and community are at the local scale, and countries are at the national scale, continents are at the global scale. There are poorer and wealthier areas in every city. Human and physical features of Nairobi and local city in UK. Human and physical features of Naro Maru and local rural area in UK. 	<p>Geography—Where we are:</p> <ul style="list-style-type: none"> My home, our school and our community is at the local scale, UK and countries are at the national scale. The UK is made of four countries. The capital cities of the four countries in the UK. 	<p>Geography—Where we are:</p> <ul style="list-style-type: none"> Rural means countryside, urban means towns and cities. Features in rural areas include farm, hill, mountain, forest and river. Features in urban areas include office, shop, house, factory. Coastal areas are areas of land that are near the sea. They can be rural or urban. Features in coastal areas include beach, cliff, harbour and port.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>History—Life in the Past:</p> <ul style="list-style-type: none"> Living memory are the times that can be remembered by people who are alive today A family tree. 	<p>History—Compare old and new:</p> <ul style="list-style-type: none"> Communication/ schools/toys is/are different now (the present) and before now, in living memory (the past). 	<p>History—Travelling in the past:</p> <ul style="list-style-type: none"> We can travel in many ways today, by land, sea, air and space. Transport options have been different during living memory. People in the past could travel less far than we can today. 	<p>History—Travelling in the past:</p> <ul style="list-style-type: none"> The Wright brothers invented the plane and Bessie Coleman was the first black woman to gain her pilot’s licence. Robert and George Stephenson developed the ‘Rocket’, one of the first steam trains. Henry Ford developed the assembly line, a new way of making cars that made them affordable for everyone. The Montgolfier brothers invented the hot-air balloon, and Elizabeth Thible was the first woman to fly one. 	<p>History—Living in the past:</p> <ul style="list-style-type: none"> Our homes are made of lots of different materials. Homes look different at different times in history. Blitz in World War II destroyed many homes. 	<p>History—Living in the past:</p> <ul style="list-style-type: none"> Before our great-grandparents were born, lots of people moved to cities to work in new factories. Before that, most people lived in rural areas, in cottages with just two or three rooms. Before that, motte-and-bailey castles were built to protect people. A very long time ago, people lived in small villages, in roundhouses with just one room.
<p>Art:</p> <ul style="list-style-type: none"> Painting- painting ourselves Painting & mixed media: Colour Splash (KAPOW) 	<p>Design Technology:</p> <ul style="list-style-type: none"> Moving part storybook (angel) KAPOW 	<p>Art:</p> <ul style="list-style-type: none"> Craft & Embellishment (KAPOW) 	<p>Design Technology:</p> <ul style="list-style-type: none"> Fruit & Vegetables (cooking and nutrition) KAPOW 	<p>Design Technology:</p> <ul style="list-style-type: none"> Puppets KAPOW 	<p>Art:</p> <ul style="list-style-type: none"> - Sculpture KAPOW

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Computing: We are celebrating	Computing: We are collectors	Computing: We are TV chefs	Computing: We are story tellers & VR Headsets	Computing: We are painters	Computing: We are treasure hunters
Music: Children will identify different sounds and changes to sounds	Music: Children will rehearse and perform music for a nativity performance	Music: Children will discriminate between longer and shorter sounds	Music: Children will learn to recognise the difference between Pulse and Rhythm	Music: Children will use their previous learning to compose and perform music as well as continuing to sing a variety of songs and listening to a variety of music.	
PE: Gymnastics and Invasion Games	PE: Indoor athletics and invasion games	PE: Dance	PE: Net and wall games	PE: Athletics Striking and fielding games	PE: Moving and controlling with care. Following the rules of a game. Hitting a ball with a bat.

