Berkswell Church of England Primary School Curriculum Overview
Year 1 Spring Term – Castles and Knights

English

Unit 3 – Cumulative Stories

Cumulative stories are step by step stories where events, objects or characters are continuously added to preceding events, objects or characters until a story climax (often explosive) is reached. In this unit the pupils are introduced to a wide range of cumulative stories. The children will then use the knowledge they have gained to create their own cumulative story set in the days of castles and knights.

Curricular aims of this unit:

• To read and tell a range of cumulative stories, identifying basic story structures and outlines of plots. Talk about the reasons for events, objects and characters in stories.
• To make comparisons between stories and identify typical features, for example beginnings and endings, problems and resolutions, repetitive sections and phrases.
• To explore particular story characters and identify key information about them in the text, for example appearance, behaviour, how they speak. Make predictions about how they will behave in different situations.
• To watch/listen to a range of cumulative stories. Comment on structure and join in with repetition.
• To read a variety of cumulative stories in shared, guided and independent reading. Talk about similarities and differences. Use phonic knowledge to read with increasing independence and fluency.
• To use reading as basis for written stories. Pupils retell stories in their own words using a series of sentences to sequence events logically.

Unit 4 - Recounts and Instructions

This unit on recounts explores two elements of the genre: chronological recount and instructions. Children will first of all look at a series of existing recounts and instructions. They will then create recounts about Kenilworth Castle and create instructions for a game they have created.

Curricular aims of this unit:

• To explore simple recounts linked to topics of interest. These could be events from History or RE for example, anecdotes and personal recounts
• To describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'
• To listen to others' recounts and ask relevant questions
• To read a variety of recounts and discuss the difference between recounts and stories, fact and fiction
• To explore the generic structure of recounts, for example ordered sequence of events, use of words like 'first', 'next', 'after', 'when'
• To understand the logical sequence involved as well as the use of past and present tenses and use of time connections
• To listen to recounts and ask relevant questions to provide more information or extend the recount
• To write simple first-person recounts linked to personal experience
• To write simple instructions for others to follow
• To the use of the alphabet to order items in a dictionary or encyclopaedia

The following will be taught and consolidated throughout the year:

- **Phonics and Spelling**
  - Apply phonic knowledge and skills as the route to decode words
  - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
  - Read accurately by blending sounds in unfamiliar words containing the Grapheme Phoneme Correspondences (GPCs) that have been taught
  - Read and spell the common exception words
  - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
  - Read other words of more than one syllable that contain taught GPCs
  - Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- **Grammar and Punctuation**
  - Separate words with spaces accurately.
  - Introduction into how to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
  - Use capital letters for names and for the personal pronoun I
  - Use the terminology: letter, capital letter, word, singular, plural
  - Understand how words can combine to make sentences
  - Extending sentences by joining clauses with 'and', 'but' and 'so'
  - Sequencing sentences to form short narratives
  - Use regular plural noun suffixes –s or –es
  - Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
  - How the prefix un– changes the meaning of verbs and adjectives
- **Handwriting**
  - Sit correctly at a table, holding a pencil comfortably and correctly
  - Begin to form lower-case letters in the correct direction, starting and finishing in the right place
  - Form capital letters
  - Form digits 0-9
  - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 1 will be reading **a range of stories by Dick King Smith**

Maths

Number and place value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals, count in different multiples including ones, twos, fives and tens
- Given a number, identify one more and one less
- Identify and represent numbers using concrete objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in digits and words.

Addition and subtraction

- Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20 (9 + 9, 18 - 9), including zero

Multiplication and division

- Solve simple one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- To group and share small quantities
- Double and halve numbers up to 20 (100)
- Understand x and ÷ through the use of arrays and number patterns(counting in 2, 5, 10)

Fractions

- Solve simple one-step problems involving fractions
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measures

- Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- Measure and begin to record the following: lengths and heights
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Compare, describe and solve practical problems for time (quicker, slower, earlier, later)
- Measure and begin to record time (hours, minutes, seconds)

Geometry

- Recognise and name common 2-D shapes, including: rectangles (including squares), circles and triangles
- Order and arrange combinations of objects and shapes in patterns
- Describe position, directions and movements, including half, quarter and three-quarter turns.

Science

Unit 1: Our Environment
This unit is taught across the whole year with a minimum of two lessons in each season. Pupils study the same natural area during the course of the year, looking at how the area as a whole changes and at how individual aspects such as a single tree change during the different seasons. They use their senses to observe the area and find common animals and plants within the area. They learn how to show respect for the area and for the living things in it.

Key Concepts
1. The environment changes with the seasons.
2. Some animals and plants die off or hibernate for part of the year

Working Scientifically
This unit supports the following elements in particular:
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Unit 3 Everyday Materials
In this unit pupils develop vocabulary to describe material properties. They carry out a range of simple tests on materials to explore their properties and investigate the best material to make a particular object.

Key Concepts
1. The object and the material it is made from are different.
2. Materials can be described by their properties: hard/soft, weak/strong, dull/shiny etc.
3. We can sort and compare materials according to their properties.
4. The shape of some materials can be altered by forces such as twisting, squashing, stretching and bending.

Working Scientifically
This unit supports the following elements in particular:
- asking simple questions and recognising that they can be answered in different ways
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Computing

We are Treasure Hunters (Programming)
In this unit, the children will program a toy to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, and then input these as stored programs for the robot. They predict how the robot will move and will debug their programs.

We are Painters (Creativity)
This unit will particularly engage children who love the illustrations in the books they read. It is a great opportunity for the children to work creatively. The children will use painting programmes to illustrate an e-book of their cumulative story.

Geography

This topic uses the stimulus of castles to investigate different land features. They will use geographical language to describe the position of castles and learn about why castles were built in these positions. The children will then be introduced to the four countries of The United Kingdom and their capital cities and they will look at the castle in each capital city. After this they will be introduced to map work and create their own simple map of a castle.

History

The children will first learn about castles In Britain by looking at the Norman Conquest and the castles that were built as a consequence of this. They will investigate what life was like in a castle, how this has changed over time and how the 'common' people were treated in Britain at the time. They will then focus on Kenilworth Castle, a castle in our local area and learn about some key events that have occurred there. The topic will culminate with a visit to Kenilworth Castle where the children will have further experiences to investigate what life was like inside a castle.

Music

Machines
The children explore beat through using movement, body percussion and instruments. They combine a steady beat with word rhythms, and explore changes in tempo.

Seasons
This unit helps children to develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games.

Our School
The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using ICT to stimulate musical ideas related to geography.

Pattern
The children develop an understanding of metre - groups of steady beat – through counting, body percussion and reading scores.

Art

Textiles and Tapestry
The children will look at a range of different tapestries from the Medieval period. They will then focus in detail on The Bayeux Tapestry. After that they will work together to design and make a class tapestry.

PSD

Pupils will explore the themes of:
Going for Goals
Good to be Me
Safer Internet Day

French

Pupils will be introduced to basic French phrases and key vocabulary through the use of songs and games.

Physical Education

Pupils will be taught a 'Real PE' session each week which focuses on the development of the fundamental movement skills. They will also take part in an additional skills application session each week where they will be able to puts their skills into practise.

Real PE - Unit 3:
Pupils will develop the following fundamental movement skills:
Dynamic Balance
Static balance – Small Base
During these sessions the additional ability focus will be cognitive skills.

Gym – Rocking and Rolling
Pupils investigate which parts of the body they can rock and roll on. They then join together a jump and roll to create a simple sequence.

Real PE - Unit 4:
Pupils will develop the following fundamental movement skills:
Coordination – Ball Skills.
Counter Balance in Pairs
During these sessions the additional ability focus will be creative skills.

Games – Large Ball Skills and Games
Pupils develop their ability to use large balls by practising core skills. They then apply these skills in simple games.

Religious Education

Unit 3: Prayer
Pupils learn about some different ways that prayer is conducted in different religions. They then look at the reasons why people may pray and understand how prayer can be important in people's lives.

Unit 4: Forgiveness
Pupils learn about forgiveness in the bible with a focus on the stories of Jonah and the Easter story.

Design and Technology

Moving Pictures – Sliders and Levers
Pupils will explore existing moving pictures and they try out a range of different sliders and levers. The project will culminate with the pupils designing a moving picture, using castles as a starting stimulus, for a class information book.