

Early Years and Year 1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	7.5 weeks	5 weeks	6 weeks	6 weeks	7.5 weeks
Reading/Writing with grammar focus <i>Class text</i>	The Colour Monster Writing Outcome: Fiction - Defeating the monster focusing on character description Grammar: Separation of words with spaces	Giraffes can't dance Writing Outcome: Fiction - Setting Description Grammar: How the prefix un changes the meaning of verbs and adjectives	Faruq and the Wiri Wiri Writing Outcome: Fiction - Retelling the story Grammar: Add suffixes to verbs where the root word does not change eg. Fast, faster, fastest.	We're going on a Bear Hunt Writing Outcome: Fiction - Finding Tale Grammar: Use descriptions e.g. Adjectives and adverbs	The Day the Crayons quit Writing Outcome: Fiction - Journey Story Grammar: Question marks/nouns/noun phrases	The Gingerbread man Writing Outcome: Fiction - Traditional Tale Grammar: A.?! Conjunction, because and, but
	Little Red Riding Hood Writing Outcome: Non-fiction - Letter (persuasion) Grammar: Separation of words with spaces	Sulwe Writing Outcome: Non-fiction - Recount Grammar: How words can combine to make sentences.	The Highway Rat Writing Outcome: Non-fiction: Information Text Grammar: Capital letters for names and for the personal pronoun I	The Three Little Pigs Writing Outcome: Non-fiction - Estate agents advert selling three little pigs house - persuasion Grammar: Capital letters and full stops including an adjective	Traction Man is here Writing Outcome: Non-fiction - Information Report Grammar: Sequencing sentences to form short narratives	The Gruffalo Writing Outcome: Non-fiction - Instructions Grammar: ? ! – Conjunctions (and, but)

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	<p>The Tiger who came to Tea</p> <p>Writing Outcome: Fiction - Journey Story</p> <p>Grammar: Regular plural nouns – adding s/es</p>	<p>Coming to England (picture book)</p> <p>Writing Outcome: Fiction - Captions</p> <p>Grammar: Use simple sentences – introduce Capital letters and full stops.</p>	<p>Paddington at the Palace</p> <p>Writing Outcome: Fiction - Descriptive writing</p> <p>Grammar: Sentences to sequence events. Capital letters for the days of the week</p>	<p>Goldilocks and the three bears</p> <p>Writing Outcome: Non-fiction - Rules of how to behave in other people's houses</p> <p>Grammar: Sentences to sequence events. Using AND to join sentences.</p>	<p>All about Plants (Non-fiction)</p> <p>Writing Outcome: Non-fiction - Non-chronological report/Explanation</p> <p>Grammar: Add suffixes to verbs where the root word does not change eg. Helping, helped, helper</p>	<p>The Tiny seed</p> <p>Writing Outcome: Non - fiction - Instructions – how to grow a plant</p> <p>Grammar: Plurals, noun suffixes and</p>
Poetry 1 week	<p>Building vocabulary – seasonal poetry.</p>	<p>List poem</p>	<p>Peace at last</p> <p>Poems about the sounds you hear in the house Eg. tap dripping</p>	<p>Mad about Minibeasts</p>	<p>Bed in Summer by Robert Louis Stevenson</p>	<p>A tiny seed was sleeping</p>

	<p>Communication and Language ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold a conversation when engaged in back-and-forth exchanges with their teachers and peers</p>	<p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate</p> <p>Express their ideas and feelings about their experiences in full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>		<p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teachers</p> <p>ELG: Creating Materials</p> <p>Make use of props and materials when role play characters in narratives and stories</p>
	<p>Literacy ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate - where appropriate - key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and role-play</p>	<p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p>

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Maths	Number: Number and Place Value (within 10) Addition and Subtraction (within 10) Geometry: Shape		Number: Number and Place Value (within 20) Addition and Subtraction (within 20) Measurement: Length and Height, Mass and Volume		Number: Multiplication and Division Fractions, Number, and Place Value (within 100) Geometry: Position and Direction Measurement: Money and Time	
	ELG: Number Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting 0 up to 5). Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.			ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within the numbers up to 10, including even and odds, double facts and how quantities can be distributed equally.		
Science	Seasonal Changes	Everyday materials	Sensitive bodies	Comparing animals	Introduction to Plants	Making connections
	Understanding the World ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.					

History	How am I making History? Personal chronology and the past within living memory		How have toys changed? Investigating artefacts from the past and begin to pose questions		How have explorers changed the world? Events and people beyond living memory. Timeline and significant people	
	<p>Understanding the World ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>					
Geography		What is it like here? Recognising features within a local context, maps, enquiry		What is the weather like in the UK? Mapwork - geography of UK, weather – hot and cold places in UK		What is it like to live in Shanghai? World geography, physical features, human features, mapwork
	<p>Understanding the World ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observations, stories, non-fiction texts and maps</p> <p>Explain some similarities and differences between life in this country and like in other countries, drawing knowledge from stories, non-fiction texts and when appropriate - maps</p>			<p>Understanding the World ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changing states of matter</p>		

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Art	Make your Mark Drawing - mark making and line, materials		Painting and mixed media Exploring colour, Clarice Cliff and Jasper Johns		Craft and design: woven wonders Fibre art skills, Cecilia Vicuna	
	Expressive Arts and Design ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used			ELG: Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing		
DT		Cooking and nutrition Fruits and vegetables, design smoothie and packaging		Textiles: Puppets Joining fabric, design and make		Mechanisms: Moving story book Design, make and evaluate
	Expressive Arts and Design ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function			ELG: Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery		
Computing	Online safety Computing systems and networks: mouse skills	Algorithms	Skills showcase - Rocket to the Moon	Programming 2 BeeBots	Creating media: digital imagery	Data handling: introduction to data
RE	Who is a Christian and what do they believe?	What does it mean to belong to a faith community?		How and why do we celebrate special times? (Easter)	What makes some places sacred? (Christianity/ Islam)	

	<p>Understanding the World ELG: People, Culture and Communities</p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>					
PSHRE	Family and relationships	Health and wellbeing		Safety and the changing body	Citizenship	Economic wellbeing
	<p>Personal, Social and Emotional Development ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show ability to follow instructions involving several ideas</p>		<p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>		<p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs</p>	
Music	Musical Vocabulary: Under the sea	Pulse and rhythm: All about me	Classical music, dynamics and tempos	Timbre and rhythmic patterns	Pitch and Tempo: Super heroes	Vocal and body sounds: By the sea
	<p>Expressive Arts and Design ELG: Being Imaginative and Expressive</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music</p>					

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Sport and PE	Running 1 – Wide, Gymnastics - Agility (Health & Wellbeing) Sportsmanship (Teambuilding)	Ball skills - Hands 1 Dance - Heroes	Gymnastics - Wide narrow curls Ball skills: Feet 1	Dance: The Zoo Ball Skills: Hands 2	Jumping 1 Ball skills - Rackets Bats and Balls	Dance: Growing Attack vs Defence
<p>Physical Development ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hoping, skipping and climbing</p>						