



Holland Park Primary School Curriculum Overview 2023/24 Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Respect	Resilience	Integrity	Responsibility	Enthusiasm	Aspiration
Learning powers	Managing distractions Perseverance	Listening Empathy	Noticing Questioning	Revising Meta-learning	Imagining Capitalising	Planning Making links
Metacognition	ReflectEd -learning new skills and reflecting	ReflectEd -Growth Mindset and learning from mistakes	ReflectEd -Being a successful learner	ReflectEd -Problem Solving and memory	ReflectEd -Growth Mindset, metacognitive talk	ReflectEd -Plan, monitor, evaluate. Coaching and feedback, cooperative learning
Link	Toys (History)	Build it! (Science)	History of the School (History)	Weather (Geography)	What am I? (Science)	Summer time! (Geography)
Reading Texts * Core text	*The Naughty Bus Seasons Come, Seasons Go The Leaf Thief Everyday read a story with a <u>familiar setting</u>	*The 3 Little Pigs The True Story of the 3 Little Pigs *Stick Man Oi Frog (series) Everyday, read a <u>traditional story</u> .	*The Friendship Bench On Sudden Hill The Storm Whale	*The Secret Sky Garden Storm by Sam Usher Jeremy Worried About the Wind	*Rapunzel from Igloo Books What the Ladybird Heard Sheeo School Dear Zoo Giraffes Can't Dance Funnybones Dog's don't do ballet	*Grandad's Island Sharing a Shell Commotion in the Ocean
Writing	To inform - signs, labels, captions and lists (linked to history - Toys) - labelling pictures and diagrams of toys, add adjectives to make captions, making lists of types of toy etc To entertain - narrative - stories with familiar settings - sentences based on the Naughty Bus - children to write sentences about their own toy and it's adventures To entertain - poetry - patterns on a theme (linked to toys) - listening to a range of poems about toys and adventures, children identify rhymes, perform and enjoy poems	To entertain - narrative - traditional stories with patterns and repetitive phrases (use Pie Corbett 'talk for writing' and tale toolkit to retell story) Children retell a story orally. Innovate their own extra page for a story - orally. To inform - instructions (link to how to play a game with a stick or how to decorate a stick) Children write simple commands for decorating a stick. To entertain - poetry - poems using the senses (links to Christmas - children to write a simple poem based on the senses around Christmas) - to be performed at KS1 Christmas Performance. I smell... I hear...	To entertain - narrative - stories with familiar settings (The storm whale) Children to innovate and write an alternative end to the story (link to Proper nouns work) Sequencing sentences to form short narratives. To inform - information texts (The Friendship Bench) Children use simple sentences to write a set of rules for a Holland Park friendship bench - these will be published next to the bench. To inform - recounts (linked to a visitor coming in for the history of the school) Children recount the visit from an expert who talked to them about the History of the School (links to work on proper nouns)	To entertain - narrative - (The Secret Sky Garden) Use story mapping to provide scaffolding for the children to retell the story. (Link to science - children to grow their own mini 'roof-top' gardens) To inform - information texts (linked to the weather) Children produce a weather report. To entertain - poetry - poems using the senses (linked to weather) Children write a poem based on their senses about the weather - progression from Aut 2 poem	To entertain - narrative - traditional fairy tales (Rapunzel - Literacy Shed unit on sequencing a story) To inform - recount (school trip - visit to Zoo) Children to write a short recount about their visit to Colchester Zoo. Must include a sentence with an exclamation mark To entertain - poetry - pattern and rhyme (linked to animals) listening to a range of poems about animals, children identify rhymes, perform and enjoy poems - children to write a short poem in small groups - to be sent to local vets, animal sanctuaries, zoo etc	To entertain - narrative - stories with familiar settings (Grandad's Island - Literacy Shed unit) Children to describe Grandad's Jungle shack To inform - letter - children to write a letter from Grandad to Syd To inform - recount - Children write a postcard home based on their trip to the beach - Postcards will be sent home
Grammar and Punctuation See also English Appendix 2	- Spaces between words - Capital letter at the start of a sentence, full stop at the end of a statement or command. - Capital letter for pronoun I and name. Naming words and describing words: common nouns and simple adjectives. - How words can combine to make sentences - Name it with a noun, tell more.	- Capital letter for proper nouns and the pronoun I. -present simple tense of verb to be - Use the conjunction 'and' to link words together as an equal pair: Name it with a noun, tell more using 'and'	- Capital letters for days of the week and months of the year (proper nouns) - Use the conjunction 'and' to link words together as an equal pair: Name it with two nouns using 'and', tell more.	- Question marks at the end of a question sentence. (Write questions to a character from The Secret Sky Garden) - Use the conjunction 'and' to join clauses: Name it with a noun, tell more, name it with a noun/pronoun, tell more.	- Explanation marks at the end of a sentence. - Use the conjunction 'and' to join clauses: Name it with a noun, tell more and repeat. - Use the conjunction 'and' as an equal pair: Name it, tell more, and, name it, tell more.	Revision and application of all grammar and punctuation taught including awareness of the terminology as set out in Appendix 2 for year 1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.
Spelling See Spelling MTP for full breakdown.	Name the letters of the alphabet in order and the sounds which they most commonly represent. Adding s and es to words (plural of nouns and the third person singular of verbs) Words with the 'ch' trigraph Common exception words.	Alphabetical order: first letter ordering Compound words and words with unstressed vowels. Words with digraphs 'ai', 'oi', 'ay', 'oy', Words with the split digraph 'a-e', 'e-e', 'i-e' Common exception words.	Words with the split digraph 'o-e', 'u-e', . Words with the digraphs 'ar', 'ee', 'ea', Common exception words. The days of the week. Common exception words.	The /v/ sound at the end of words; English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'. Common exception words. Division of words into syllables:	Common exception words; Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. Verb suffixes where root word is unchanged (-ing, -ed, -er).	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Adding -er and -est to adjectives where no change is needed to the root word.
Oracy	- composing a sentence orally before writing it - saying out loud what they are going to write about		- Presentation - share with the class what they have learned about the history of the school.	- Discuss what they have written with the teacher or other pupils	- Discuss what they have written with the teacher or other pupils	The Jubilee Trophy - oracy challenge - Read aloud their writing clearly enough to be heard by their peers and the teacher.

Holland Park Primary School Curriculum Overview 2023/24 Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number: Place value (within 10) Number: Addition and subtraction (within 10) Geometry: shape Number: Place value (within 20)		Number: Additional and subtraction (within 20) Number: Place value (within 50) Measurement: Length and height Measurement: Weight and volume		Number: Multiplication and division Number: Fractions Geometry: Position and direction Number: Place value (within 100) Measurement: Money Measurement: time	
Science	Seasonal Changes and Planting (continual throughout the year)					
	The Human Body	Materials	Animals	Sustainability - Caring for the planet	Plants	Sustainability - Growing and cooking
History	The history of toys		The history of Holland Park School			
Geography	Locational knowledge - 4 countries of the UK, 7 continents and 5 oceans.	Different buildings that people live in.	Mapwork - Plan a route around the school	UK weather patterns	Locate cold countries and identify how people adapt (houses, clothes, food, transport)	Locate hot countries and identify how people adapt (houses, clothes, food, transport)
RE	Theme: Creation Story Key Question: Does God want Christians to look after the world?	Theme: Christmas Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship?	Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrated by the crowds on Palm Sunday?	Theme: Shabbat Key Question: Is Shabbat important to Jewish children?	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?
Art	Junk models of the Naughty Bus	Weaving - autumnal colours, textures Create a scene from the 3 Little Pigs working in groups.	A range of pencils, pens and markers to draw parts of the school building.	Turner - weather	Henri Rousseau - animals	Summer Seascapes - visit to the beach
Computing	Coding - simple commands/instructions (beebots) E-Safety - Revisit using Smartie the Penguin (Childnet.com)		Understanding Technology - devices at home; input and output; using the internet		Information Technology - Use technology purposefully to create digital content, etc. to take photographs.	
PE	Gymnastics Games	Dance Games	Gymnastics Games	Dance Net and wall games	Athletics Net and wall games	
Music	Perform (singing and playing) Explore and compose Listen, reflect and appraise Charanga – Rhythm in the Way we Walk and Banana Rap (Voice)		Perform (singing and playing) Explore and compose Listen, reflect and appraise Charanga – Hey You! (Instruments)		Perform (singing and playing) Explore and compose Listen, reflect and appraise Charanga – Your Imagination (Glockenspiels and/or untuned percussion)	
PSHE / RSE (Jigsaw)	Being Me in My World 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
SMSC	Social: willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively E.g: using voting to resolve issues, circle time to discuss friendship issues Cultural: willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities E.g: link to Charanga music session to reflect and appraise, respond to music through dance,	Social: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds E.g: linked to RSE to explore what is the same and what is different about us Moral: interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues E.g: linked to inquiry respecting other people's viewpoints Spiritual: knowledge of, and respect for, different people's faiths, feelings and values E.g: linked to R.E and Hinduism Cultural: interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities E.g: linked to Geography and how people adapt to their environment, discuss diversity in our local community	Moral: understanding of the consequences of their behaviour and actions E.g: circle time & stories with consequences such as Not Now Bernard Spiritual: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life E.g: linked to Inquiry- What does it mean to be a person you can trust Cultural: ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities E.g: The right to Education linked to history	Moral: ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England E.g: linked to British Values and rule of law- What are our class/ school rules and values? Spiritual: willingness to reflect on their experiences E.g: linked to ReflectED- reflecting on their own experiences on learning Cultural: knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain E.g: linked to British Values and how we vote for our school council representatives	Spiritual: sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning E.g: linked to music and art and using imagination to communicate ideas Cultural: understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others E.g: linked to cultural heritage of stories, art and music	Social: acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain E.g: ReflectED: Cooperative learning linked to mutual respect and tolerance Cultural: understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain E.g: Assemblies on mutual respect linked to British Values

English Appendix 2:

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>