## CROCKHAM HILL PRIMARY SCHOOL CURRICULUM OVERVIEW TERM 1 (2024-25) Acorns Year 1 / R

| Week                   | Week 1   | Week 2  | Week 3   | Week 4  | Week 5  | Week 6  | Week 7   |
|------------------------|--|---|--|---|---|---|--|
| Week Beginning         | 4/11/24  | 11/11/24  | 18/11/24   | 25/11/24  | 2/12/24   | 9/12/24   | 16/12/24   |
| Notable<br>Dates/Trips | 5th Nov- Bonfire Night   | 11 <sup>th</sup> Nov- Remembrance<br>Day                      |  |   | 2 <sup>nd</sup> Dec- Christmas Tree<br>Dressing   | 10th Dec – Reception<br>Nativity Performance<br>11th Dec- KS1 Nativity<br>Performance | 19 <sup>th</sup> Dec- Christmas<br>Lunch/ Jumper Day |
| English                | Fireworks Poems Sequencing on the Gun Powder Plot                            | Katie in London –<br>character<br>Description                 | Katie in London<br>Narrative –<br>choosing own<br>character for the<br>story.  | Katie in London<br>Narrative –<br>choosing own<br>character for the<br>story. | Joy to the World<br>Recount of a<br>celebration from<br>around the world                          | Joy to the World<br>Interview   | Joy to the World<br>Letter writing                   |
| Phonics                | /ur/ ir bird /igh/ ie<br>pie /oo/ /yoo/ ue<br>blue rescue /yoo/ u<br>unicorn | /oa/ o go /igh/ i<br>tiger /ai/ a paper<br>/ee/ e he          | /ai/ a-e shake /igh/<br>i-e time /oa/ o-e<br>home /oo/ /yoo/ u-<br>e rude cute | /ee/ e-e these /oo/<br>/yoo/ ew chew<br>new /ee/ ie shield<br>/or/ aw claw    | Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue | Assessments   | Consolidation  |
| Guided Reading         | Tri- weekly reading groups   | Tri-weekly reading groups                                     | Tri-weekly reading groups  | Tri-weekly reading groups   | Tri-weekly reading groups   | Tri-weekly reading groups   | Assessments  |
| Mathematics<br>(WRM)   | Addition and<br>Subtraction  | Addition and<br>Subtraction                                   | Addition and<br>Subtraction  | Addition and<br>Subtraction   | Addition and<br>Subtraction   | Shape   | Shape  |
|                        | Triangles and<br>Circles   | Triangles and<br>Circles                                      | 1, 2, 3, 4, 5,   | 1, 2, 3, 4, 5,  | Shapes with 4 sides   | Assess and review   | Assess and Review                                    |
| Maths Fluency          | Composition  | Composition   | Counting, ordinality and cardinality   | Composition   | Composition   | Composition   | Composition  |
| Science                | Seasonal Changes<br>Walk   | Testing properties  | Umbrella<br>investigation  | Umbrella<br>investigation   | Changing State- Ice investigation   | Trapped in Ice investigation  | Seasonal Changes<br>Walk                             |
| RE                     | What are the key<br>events of the story<br>of Jesus' birth?                  | Who did the main people in the story think Jesus was and why? | How does religious<br>art show Jesus and<br>why?                               | How is Christmas<br>celebrated in the<br>UK?                                  | Where and how is<br>Christmas<br>celebrated?  | Why do some people sing carols at Christmas?  | Why does Christmas<br>matter to<br>Christians?       |
| History/<br>Geography  | Enrichment Day- A<br>trip to the Arctic.                                     | To identify the four capital cities of England, Scotland,     | To identity the seas around the United Kingdom.                                | To identify human features within the United Kingdom                          | To identify natural features within the United Kingdom.   | Consolidation- To<br>share my<br>understanding of                                     | N/A  |

|                                     |   | Wales and Northern Ireland.   |   |   |   | the United<br>Kingdom.  |  |
|-------------------------------------|---|---|---|---|---|---|--|
| Art/ DT                             | How do wheels move?   | Fixing broken<br>wheels- What stops<br>wheels from<br>turning?                      | Designing a vehicle                                       | Building a vehicle                                      | Testing a vehicle   | Reviewing the vehicle   | Christmas Card<br>making   |
| Computing                           | How can we paint using computers?   | Digital Painting –<br>using lines and<br>shapes                                     | Digital Painting –<br>Making careful<br>choices           | Digital Painting 0 to explain why tools have been used. | Digital Painting –<br>Painting all by<br>Myself                                 | Digital Painting –<br>comparing digital<br>art and paintings.   | N/A  |
| PE<br>Gymnastics                    | To be able to explore space safely  | To be able to use space effectively using agility, balance and coordination skills. | To be able to balance using different parts of the body.  | To further develop balances and the skills of balance.  | To explore a range of points and patches.                                       | To be able to stretch, tuck and roll using a variety of shapes.   | N?A  |
| Music                               | Nativity Practise   | Nativity Practise   | Nativity Practise   | Nativity Practise                                       | Nativity Practise   | My Stories! Charanga To be able to stretch, tuck and roll using a variety of shapes.  Create your own sounds (improvisation and composition with voices and/or instruments) | My Stories - Charanga Listen and Respond - Boogie Wonderland by Earth Wind and Fire:  . Learn to sing a nursery rhyme/s Options: I'm a Little Teapot, The Grand Old Duke of York |
| RSHE  Kapow - Health and Well-being | To describe and understand my feelings and develop simple strategies for managing them. | To recognise and celebrate my strengths and set simple but challenging goals.       | To understand the benefits of physical activity and rest. | To know how to relax in different ways.                 | To begin to understand how germs are spread and how we can stop them spreading. | To begin to understand the risks associated with the sun.   | To understand that there are people in the local community who help to keep us healthy.  |