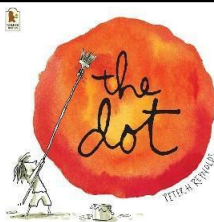
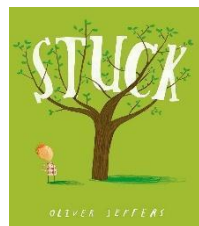
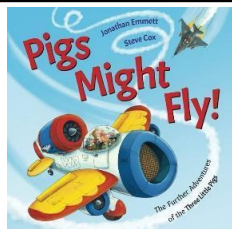
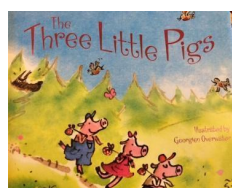
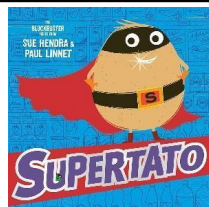
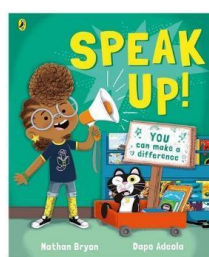
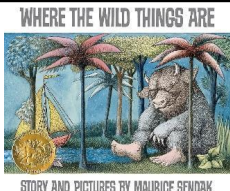
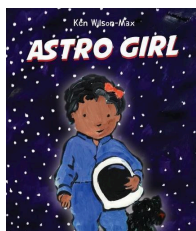
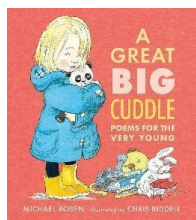
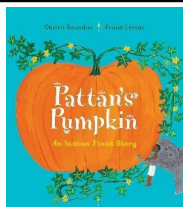
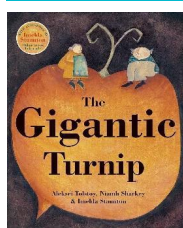
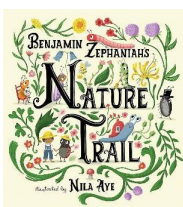
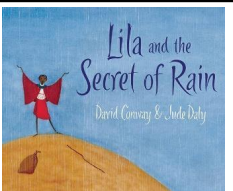
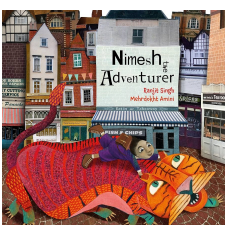


Year 1 Curriculum Overview

At Marner, we are committed to creating a safe, inclusive and respectful community where every child is inspired to flourish and achieve their potential. We teach subjects discretely, ensuring the knowledge and skills of each discipline are explicitly developed and carefully sequenced, whilst looking for connections across the curriculum through cross-curricular links, trips and enrichment that support personal development and broaden understanding. Oracy is at the core of everything we do – by developing every child's voice, we develop every child's ability to think, learn and articulate themselves with confidence. All subjects are taught with parity and ambition, underpinned by evidence-informed teaching and high expectations for every pupil, ensuring equality of access and opportunity for all. We want every child to leave Marner equipped for the future and ready for the next stage of their education and life: curious, compassionate and confident in themselves, ready to contribute positively to the world.

For each subject:

- National Curriculum programme of study and attainment targets
- Curriculum overview with progression of knowledge and skills from Nursery to Year 6
- Scheme of learning / scheme of learning adapted for Marner – e.g. History curriculum with 6 lesson units resourced supported by Pearson Primary History
- Unit cover sheets for each subject with: lessons/what we will be learning, subject specific skills and vocabulary
- Summarised in year group curriculum overviews (see below).

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key English Texts Working with THEP	  	 	  Poem- If I was a Superhero	  	  	 
Writing Outcomes Marner writing outcomes	To inform: 1. All about Vashti To describe: 2. Description of own dot artwork To instruct: 3. List To recount: 4. Letter of apology To narrate: 5. Retell 6. Own tale	To narrate: 7. Story mapping 8. Retell 9. Innovated story To inform / persuade: 10. Poster about race	To narrate: 11. Retell To persuade: 12. Advert for superhero vacancy in school To recount: 13. Write a letter /postcard	To describe: 14. Describe a setting 15. Describe wild thing after creating artwork	To describe: 16. Description To narrate: 17. Retell To instruct: 18. Instructions (recipe) To describe: 19. Write one rhyming stanza	To inform: 20. Fact files 21. Non- chron report / information text
Grammar	 Marner Writing Unit Cover Sheets - includes Year Group Knowledge and Skills: Word, Sentence, Text and Punctuation Link to NC- Appendix 2 (Grammar)					
Spelling Twinkl	Twinkl Spelling Objectives Overview - by year group Link to NC - Appendix 1 (Spelling)					
Handwriting Letter-Join	Print to Cursive: Year 1 teachers how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Year 2 when children will start joining their handwriting.					
Maths White Rose Maths small steps (NC broken down into small steps)	Number: Place Value (within 10) Number: Addition & Subtraction (within 10)	Number: Addition & Subtraction (within 10) cont. Geometry: Shape Number: Place value (within 20)	Number: Addition & Subtraction (within 20) Number: Place Value (within 50)	Number: Place Value (within 50) cont. Measurement: Length & Height Measurement: Weight & Volume	Number: Multiplication & Division Number: Fractions Geometry: Position & Direction	Number: Place Value (within 100) Measurement: Money Measurement: Time
Science Marner adapted PLAN primary science resources	Animals, including humans: Identify, name and draw basic parts of the human body. Five Senses	Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Plants: Identify and name common garden plants and structure of flowering plants	Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Animals, including humans: Classifying animals
	I am a Scientist: Marner science progression of knowledge and working scientifically skills - Link to NC Working Scientifically					
Geography Supported by Pearson Primarv		Continents and oceans		Name and locate the countries of the UK	Local area: using maps and observations RGS: Map Skills 1	

	Geography/Science link: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.					
	I am a Geographer: Marner geography progression of knowledge and skills including fieldwork - Link to NC Geographical Skills and Fieldwork					
History Marner knowledge organisers – supported by Pearson Primary	Toys		Travel and transport			Local study: Olympic Park
	I am a Historian: Marner history progression of knowledge and skills – Link to NC Historical Enquiry Skills					
RE Tower Hamlets Agreed Syllabus 22–27	Believing–1.1 Who is a Hindu and what do they believe?	Believing–1.1 Who is a Christian and what do they believe?	Expressing– 1.5 What makes some places sacred?	Believing–1.2 Who is a Muslim and what do they believe?	Believing– 1.4 What can we learn from sacred books? (part 1)	Living–1.7 What does it mean to belong to a faith community?
PSHE Marner adapted Jigsaw Curriculum	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Growing Me
Computing Teach Computing	Creating media Digital painting		Programming Moving a robot		Creating media Digital writing	
Music Working with THAMES	Singing games and rhymes building steady beat, pitch awareness, and simple call-and-response (voice only).		Singing games continue, deepening familiarity with pulse, pitch, and call-and-response patterns (voice only).		Singing repertoire revisited and extended, building fluency ahead of the more structured singing scheme in Year 2 (voice only).	
Art Marner art progression of knowledge and skills	Drawing: Self Portrait and own Wild thing A– Giuseppe Arcimboldo				Painting: Colour mixing and Collage: The 4 seasons and flowers and insects A – Georgia O’Keefe	Sculpture: Abstract sculpture modelling plaster with hands A –Veronica Ryan
	Sketchbooks: used to record observations, review and revisit ideas, track progression and master techniques.					
D&T Marner D&T progression of knowledge and skills		Mechanisms: sliders and levers – design a card for an occasion	Textiles: templates and joining techniques – make a super hero cape	Food: preparing fruit and vegetables – prepare vegetables for a salad		
	Sketchbooks: used record ideas, complete product analysis, create annotated sketches, and document evaluations of finished products as part of the <i>design, make and evaluate</i> process.					
PE Adapted Real PE Curriculum	Unit 1A/B – Bike/Pirates, Big City/Animals	HT2: Unit 2A/B – Space/Jungle, Environment	HT3: Unit 3A/B – FMS, Problem Solving	HT4 (extension): Applying – Flight & Rotation HT4: Unit 4A – Clown/Seaside	HT5: Unit 5A – Juggler/Fairytale	HT6: Unit 6A – Squirrel/Cat
	Dance Unit 1 – Artistry, Partnering, Circles, Shapes			Gym– Shape & Travel & Flight & Rotation		
	Y1-6: all pupils receive two hours of climbing tuition with an opportunity to join a NICAS after school climbing club in Y5-6.					
Enrichment including Curriculum Days and Trips	Young V&A		London Transport Museum		Olympic Park	