



Riverview CofE VA Primary and Nursery School, Daycare & Ewell Family Centre

Every child matters, every moment counts

Riverview exists to love, challenge and inspire children within a Christian community

Love, respect, trust, forgiveness, hope

Riverview CofE Primary and Nursery School Themed based Curriculum						2021– 2022
Year group 1- Rubies						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Big Question</b>	Is the Gruffalo real? (4 weeks) Are your senses similar to the big bad wolf? (3 weeks)	Where in the world do we live? (3 weeks) Where in the world does Santa live? (3 weeks)	What heroes are in your neighbourhood? (2 weeks) If you could have a super power, what would it be? (3 weeks)	How does your garden grow? (2 weeks) How was the gingerbread man invented? (2 weeks)	Let's go on safari, what will we see? (3 weeks) Plants...(2 weeks)	Oh I do like to be beside the seaside...do you? (3 weeks) PSHE topic Growing and Changing
<b>Key Skill</b>	Social Literacy Participation- Linguistic	Career aspirations Emotional Literacy	Self- Expression Standard English	Managing a budget Encouraging the arts	Wider Social Experience Effective personal behaviour	Participation-Cultural Capital The money you make and pay
<b>Entry Point</b>	Little Red Riding Hood morning (senses)	Research project at home – present to the class 3 facts about London Landmark	Visit from policeman	Visit the garden centre to buy plants	Research your favourite jungle animal – dress up and facts	Sea life Centre
<b>Exit Point</b>	Alice Holt	Visit to Santa	Dress up as superhero	Bake off	Visit to Zoo/Sea life Centre	Visit to seaside
<b>RE</b>	Who is God?	What is the Bible about? Why do people give presents at Christmas?	Who is Jesus?	What are your big questions? Is Easter happy or sad?	Why do Jewish families celebrate the Shabbat? What is the Torah?	Why do Christians pray? What is a church?
<b>PSHE</b>	<b>Health and Well Being Mental health</b> <b>H11.</b> about different feelings that humans can experience <b>H12.</b> how to recognise and name different feelings <b>H13.</b> how feelings can affect people's bodies and how they behave	<b>Keeping safe:</b> <b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm <b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	<b>Relationships Friendships:</b> R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively	<b>Relationships Families and close positive relationships:</b> R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help	<b>Living in the Wider World Rights and Responsibilities</b> L1 – How they can contribute to the life of the classroom and school L2 – To help construct and follow group, class and school rules and to	<b>Living in the Wider world Money</b> L6 - To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving L7 - To learn about the role money plays in their lives including how to keep it safe, choices about spending or

	<p><b>H14.</b> how to recognise what others might be feeling</p> <p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>Health and Well Being Healthy lifestyles</b></p> <p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p><b>H5.</b> simple hygiene routines that can stop germs from spreading</p> <p><b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p><b>H10.</b> about the people who help us to stay physically healthy</p>	<p><b>H32.</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>H35.</b> about what to do if there is an accident and someone is hurt</p> <p><b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)</p> <p><b>Ourselves, growing and changing:</b></p> <p><b>H21.</b> to recognise what makes them special</p> <p><b>H22.</b> to recognise the ways in which we are all unique</p> <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>H27.</b> about preparing to move to a new class/year group</p>	<p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p><b>Managing hurtful behaviour and bullying:</b></p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p>them feel cared for</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>Safe relationships:</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p>understand how these rules help them</p> <p>L3 – That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed</p> <p>L4 – That they belong to different groups and communities such as family and school</p> <p>L9 – Ways in which we are the same as other people; what we have in common to everyone else</p> <p>L10 – About the special people who work in our community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>saving money and what influences those choices.</p> <p><b>Ourselves, growing and changing:</b></p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>H27.</b> about preparing to move to a new class/year group</p>
<p><b>English Genre, unit and writing focus (Timescale)</b></p>	<p><b>Narrative</b> Stories with predictable and patterned language Little Red Riding Hood (JC)</p>	<p><b>Poetry</b> Pattern and Rhyme</p>	<p><b>Narrative</b> Stories with a familiar setting Last Stop on Market Street (JC)</p>	<p><b>Narrative</b> Stories with a familiar setting The Queen's Hat (JC)</p>	<p><b>Narrative</b> Stories from other cultures Wombat goes Walkabout (JC)</p>	<p><b>Narrative -</b> Stories about a fantasy world Song of the Sea (JC)</p>

	<b>Non- Fiction</b> Lists, labels and captions. Instructions	<b>Narrative</b> Stories with predictable and patterned language The Train Ride (JC)	<b>Non- Fiction</b> Information text	<b>Poetry</b> Senses	<b>Non- Fiction</b> On Safari (non-fiction) Recount (JC)	<b>Poetry</b> Poems on a theme
<b>Grammar and punctuation focus</b>	Saying it out loud what they are going to write about. Composing a sentence orally before writing it. Leaving spaces between words. Beginning to punctuate sentences using a capital letter and full stops. Capital letters for names of people and places Capital letter for the personal pronoun I.	Question marks Common exception words Begins to form capital letters. Forms digits 0-9. Begins to form lower case letters, using the handwriting families. Says aloud what they are going to write. Composes a sentence orally before writing it. Writes a series of sentences to form short narratives. Use and to join words and clauses.	Begins to form capital letters. Forms digits 0-9. Begins to form lower case letters, using the handwriting families. Re-reads what they have read to check it makes sense. Read aloud their writing clearly enough to be heard by others. Discusses what they have written, with other children and their teacher. Use <b>and</b> to join words and clauses.	Continue to form capital letters. Forms digits 0-9. Begins to form lower case letters, using the handwriting families. Using a range of interesting sentence starters and the personal pronoun I. Understanding and using a range of homophones correctly in their writing. Practising when to use a question mark instead of a full stop. Says aloud what they are going to write. Composes a sentence orally before writing it. Writes a series of sentences to form short narratives. Re-reads what they have read to check it makes sense. Read aloud their writing clearly enough to be heard by others. Discusses what they have written, with other children and their teacher. Identifies how to improve their own punctuation and spelling.	Continue to form capital letters. Forms digits 0-9. Begins to form lower case letters, using the handwriting families. Using a range of sentence starters, Using the suffixes (-s and -es) to show the singular and plural, as well as -ing, -ed, -er, est. Confidently using basic punctuation.  Says aloud what they are going to write. Composes a sentence orally before writing it. Writes a series of sentences to form short narratives. Re-reads what they have read to check it makes sense. Read aloud their writing clearly enough to be heard by others. Discusses what they have written, with other children and their teacher. Identifies how to improve their own punctuation and spelling.	Form capital letters. Forms digits 0-9. Begins to form lower case letters, using the handwriting families.  Learn how to use the prefix un-. Using exclamation marks. Confidently using basic punctuation and an apostrophe to show contractions.

<p><b>Maths</b></p>	<p><b>Place Value</b> Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p><b>Addition and Subtraction</b> Represent and use number bonds and related subtraction facts within 10 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p><b>Geometry- Shape</b> Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles) Recognise and name common 3-D shapes including: (for example, cuboids (including cubes), pyramids and spheres)</p> <p><b>Number-Place value</b> Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>	<p><b>Addition and Subtraction</b> Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p> <p><b>Place Value</b> Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens. 24.</p>	<p><b>Measurement – length and height</b> Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p> <p><b>Measurement – weight and Volume</b> Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p>	<p><b>Multiplication and Division</b> Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b>Fractions</b> 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.</p> <p><b>Geometry – position and direction</b> Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p><b>Place Value</b> 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. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p><b>Measurement – Money Time</b> Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language [for example, 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. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)</p>
<p><b>Science</b></p>	<p>Animals including humans:</p>	<p>Seasons</p>	<p>Materials</p>	<p>Plants</p>	<p>Animals: Jungle animals</p>	<p>Plants</p>

	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Autumn/winter</p> <p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Planting plants in the outdoor area such as potatoes, onions, beans, peas, carrots.</p> <p>Identify and name a variety of garden plants,</p> <p>Seasons: Spring/summer.</p> <p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Identify and name a variety of common wild plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>
<b>Computing</b>	<p>Computers and Networks</p> <p><u>Online safety day 1</u> Managing online information</p>	<p>Multimedia</p> <p><u>Online safety day 2</u> Privacy and security Copyright and ownership</p>	<p>Programming/Coding</p> <p><u>Online safety day 1</u> Safer Internet Day</p>	<p>Multimedia</p> <p><u>Online safety day 2</u> Online relationships Online reputation</p>	<p>Handling Data</p> <p><u>Online safety day 1</u> Health, wellbeing and lifestyle Self-image and Identity</p>	<p>Programming/Coding</p> <p><u>Online safety day 2</u> To be planned by class teacher – address issues which have come into the class or revisit topics children need</p>
<b>History</b>			<p>Lives of significant individuals that have contributed to national and international achievements</p>		<p>Lives of significant individuals that have contributed to national and international achievements</p>	<p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p>

			Tell the difference between past and present in own and other people's lives.  Sequence some events or 2 related objects in order		significant historical events, people and places in their own locality  Remembers parts of stories and memories about the past  (Darwin)	Begins to identify and recount some details from the past from sources (eg. pictures, stories)  Finds answers to simple questions about the past from sources of information (eg. pictures, stories)
<b>Geography</b>	Observational and field skills: Use maps, atlases and globes to identify their locality and other key features e.g. land/sea/capital cities.  Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.  Devise simple picture maps.	Observe and describe the human and physical geography of a small, local area of the United Kingdom  Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.  Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles		Name and locate local town and city.  Observe and describe the human and physical geography of a small area of the United Kingdom.  Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of its the surrounding environment.		
<b>Reading/ writing opportunities across the curriculum</b>	Gruffalo Traditional tales Retelling – writing sentences. writing their own story	Reading fiction books about seasons and Christmas. Writing to Santa to explain to him where they live: West Ewell, near London, in England, part of UK.... Fact file about where they live. Factual information about the UK Poems	Reading fiction book/factual books about real life heroes and fictional superheroes. Thank you letter to PC Barnett, Description and lists of favourite super hero/ powers. Comparing materials to find the best one for a specific job, writing	The gingerbread man. Writing shopping lists, Ingredients. Reading recipes. Writing/reading methods used to make the cakes, Newspaper article to interview the winners. Questions to ask the judges/ interview. Poems	Animal fiction and factual books around the jungle. A letter to a child in Kenya to tell them all about West Ewell. Read factual information about Kenya. Write a review on the place of their choice: decide where they'd prefer to live, why – back up with facts.	Writing postcards from the seaside to family. Reading factual and fictional books about plants, seasons and the seaside. Writing a diary entry as a child as if they lived long ago at the seaside. Poems

			information leaflet to record results.		Animals: Fact file on herbivore, omnivore, carnivore. Poems	
<b>Maths opportunities across the curriculum</b>	Counting across the curriculum Ordering animals – smallest to biggest Maps – positional language	Maps – position and direction Measures – treats for Santa Counting - tally Patterns – presents - art	Shapes – materials Counting Place value – one more and one less Shapes – drawing in art Comparing - timeline	Shapes – computing Money – buying plants, ingredients for cooking Addition and subtraction – managing a budget Measurement – length and height, mass and volume – baking gingerbread men	Counting – animals in 2s, 5s and 10s Measurement – length and height – animals	Money – seaside shop Measurement – weight of animals Addition and subtraction – seaside problems Place value – 10 more/less
<b>PE</b>	<b>Games (Sports Coach)</b> Throwing and Catching (Year 1)	<b>Gymnastics – Movement (Sports Coach)</b> Dance	<b>Gymnastics – Balance (Sports Coach)</b> Dance	<b>Games (Sports Coach)</b> Attacking and Defending (Year 1)	<b>Fitness (Sports Coach)</b> Athletics – Sports Day	<b>Games (Sports Coach)</b> Games - Invasion
<b>Music</b>	Charanga Hey You!	Charanga Rhythm in the Way we Walk and Banana Rap	Charanga In the Groove	Charanga Round and Round	Charanga Your Imagination	Charanga Reflect, Rewind and Replay
<b>Art</b>	Nature Sculptures (AHF)	Let's sculpt	Portraits	Fabricate		Joan Miro
<b>DT</b>	Textiles			Cooking and Nutrition	Mechanisms	
<b>Outdoor Opportunities</b>	Gruffalo & Friends Hunt on the school grounds.  Big build nature sculpture	Create a London landmark using natural materials  Create a habitat/ home for wildlife on school grounds	Identify materials used in the building and other structures on the school grounds	Planting vegetable on school grounds	Visit to pond area to collect data on how many different animals they can find.	Identifying evergreen and deciduous plants and trees on the school grounds

1:50- K a day