Seva School CURRICULUM

YEAR ONE						
TERM	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
THEME	**The Toy Makers**	**Let's Celebrate**	**Explorers**	**Transport**	**Jungles**	**Seaside**
Virtues:	**Kindness**	**Courage**	**Honesty**	**Tolerance**	**Respect**	**Responsibility**
English	Texts: Here We Are by Oliver Jeffers The Little Red Hen Dogger by Shirley Hughes The Tiger Who Came to Tea by Judith Kerr Fiction: Stories with predictable phrasing Writing simple sentences using patterned language, words and phrases Speech bubbles and captions Picture Inference	Texts: Chocolate Cake by Michael Rosen The Elves and the Shoemaker – Play script Funnybones by Janet and Allan Ahlberg Mog's Christmas by Judith Kerr Fiction: Stories with familiar settings Retell a familiar story	Texts: The Emperor's Egg by Martin Jenkins Flotsam by David Wiesner Cottonwool Colin by Jeanne Willis Non-fiction: Labels, lists, captions - Non- chronological report Information books about Explorers/Antarctic/Arctic Fiction: Describing settings and characters	Texts: Mrs Armitage on Wheels and Mrs Armitage on the Road by Quentin Blake Ivy and the Lonely Raincloud by Katie Harnett Non-Fiction: Recount: Trip to Coventry Transport Museum Letter: Thank you letters to the museum Fiction: Stories about Transport	Texts: Giraffes Can't Dance by Giles Andreae Handa's Surprise by Eileen Brown The Deep Dark Wood by Algy Craig Hall Fiction: Song: Down in the Jungle Where Nobody Goes... Write your own version of the song Describing characters and settings Non-Fiction: Information cards: Jungle animals	Texts: Seaside Poem by Helen Luckman Winnie at the Seaside by Valerie Thomas The Lighthouse Keeper's Lunch by David and Rhonda Armitage Billy's Bucket by Kes Gray Sally and the Limpet by Simon James A Squash and a Squeeze by Julia Donaldson Fiction: Rhyming couplets Recite familiar poems – write your own simple poems

Seva   Excellence   Virtues   Aspiration

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Maths	Number: Place Value Sort objects Count objects Represent objects Count, read and write forwards from any number 0 to 10 Count, read and write backwards from any number 0 to 10 Count one more Count one less One-to-one correspondence to start to compare groups Compare groups: equal, more/ greater, less/fewer Introduce <, > and = Compare numbers Order groups of objects Order numbers Ordinal numbers The number line Addition and subtraction (within 10) Part-whole model Addition symbol Find number bonds for numbers within 10 Systematic methods	Number bonds Compare bonds Adding together Adding more Finding a part Taking away Finding a part Fact families Counting back Geometry: Shape Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns with 3D and 2D shapes Number: Place Value (within 20) Count forwards and backwards and write numbers to 20 Numbers from 11 – 20 Tens and ones Count one more and one less Compare groups of objects Compare numbers Order groups of objects Order numbers	Addition and subtraction within 20 Add by counting on Find and make number bonds Add by making 10 Subtraction – not crossing 10 Subtraction – crossing 10 Related facts Compare number sentences. Place Value within 50 (multiples of 2, 5 and 10 included) Numbers to 50 Tens and ones Represent numbers to 50 One more one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Count in 2s Count in 5s	Measurement: Length and Height Compare lengths and heights Measure length (non-standard units) Measure length (ruler) Weight and Volume Introduce weight and mass Measure mass Compare mass Introduce capacity and volume Measure capacity Compare capacity	Number: Multiplication and Division Count in 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups - grouping Make equal groups – sharing Number: Fractions Find a half (1) Find a half (2) Find a quarter (1) Find a quarter (2) Geometry: Position and Direction Describe turns Describe Position	Number: Place Value Counting to 100 Partitioning numbers Comparing numbers Ordering numbers One more, one less Measurement: Money Recognising coins Recognising notes Counting in coins Measurement: Time Before and after Dates Time to the hour Time to the half hour Writing time Comparing time
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Visits/Visitors and Events	Bandi Chorr Hello/Yellow Mental Health Day Black History Month	Toymaker Project Day – Plan, design and create a toy. Guru Nanak Gurpurab Charr Sahibzaade Remembrance Day Christmas	Sculptures Project Day (Art & DT).	World Book Day Engineer Project Day – Plan, design and create a vehicle. Engineer visitor. Vaisakhi Easter		At the Seaside Project Day. Chabeel
RE	1.1 Who is Christian and what do they believe? Celebration link- Christmas		1.10 Who is a Sikh and how do they live? Celebration link- Vaisakhi		1.7 What does it mean to belong to a faith community? Hindu	
Science	Everyday materials	Seasonal changes – Autumn and Winter	Animals including humans – Humans (ourselves)	Animals including humans – Animals (our pets)	Plants	Seasonal changes – Spring and Summer
Scientific enquiry	**Everyday materials** Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials	**Seasonal changes** Observe changes across the four seasons	**Animals including humans** *(humans: ourselves)* Identify, name, draw and label the basic parts of the human body, link to the senses.	**Animals including humans** *(animals: our pets)* Identifying and naming a variety of common animals, stating if they are an omnivore, carnivore or herbivore. Describing and comparing the structure of a variety of common animals.	**Plants** Identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees. Identifying and describing the basic structure of a variety of common flowering plants including trees.	**Seasonal changes** Observe and describe weather associated with the seasons and how day length varies
Scientific capital ideas	Toy collections – can we sort them and how?	Leaf collection and art works - use the senses	What makes an animal likeable and why?	Live webcams footage of animals – what would a day in the life of a bird be like?	Identifying flowers walk - Coombe Abbey	Close up photography of plants and seasonal changes – what does it tell us?
	Families and Friendships, Safe Relationships	**Respecting Ourselves and Others**	**Belonging to a Community.**	**Money and Work**	**Physical Health and Mental Wellbeing Growing and Changing**	**Keeping Safe**

			Media Literacy and Digital Resilience			
PHSE	Roles of different people; families; feeling cared for. Recognising privacy; staying safe; seeking permission.	How behaviour affects others' being polite and respectful.	What rules are; caring for others' needs; Looking after the environment. Using the internet and digital devices; communicating online.	Strengths and interests; jobs in the community.	Keeping healthy; food and exercise, hygiene routines; sun safety. Recognising what makes them unique and special; feelings managing when things go wrong.	How rules and age restrictions help us; keeping safe online.
	Taking Care Feelings Unsafe Feelings and Body Awareness Body Privacy and Secrets Telling/Networks	**Black History Month** Focus on Mary Seacole				

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History	Toys - past and present		Explorers who changed the world	Coventry bicycles, e.g. James Starley		Changes within living memory - holidays
Geography		UK countries and capital cities			A comparison between the UK and Borneo	UK landmarks -Seasides on UK map
Computing & E safety	iAlgorithm To understand that algorithms are precise instructions that can be followed Follow a simple algorithm Devise a simple algorithm understand that program execute by following precise and	iWrite Basic word processing. Enter and print text, save and retrieve work. iData Understand why pictograms are useful Collect and organise information to solve a problem	iProgram (Unit 1) Understand that algorithms are implemented as programs on a range of digital devices Give instructions to a programmable toy Plan a simple algorithm to that controls a toy	iModel Understand that computers can show real events and things Use a mouse to move things accurately on-screen Understand that computers can be used to make choices Understand that a computer can be used to model an environment	iProgram (Unit 2) Understand that the order and number of steps in an algorithm correspond to the order and number of actions performed by a person or a computer program Understand that the order of commands in a program corresponds to the order of	iSafe Understand what being online may look like, the different feelings we can experience online and how Identify adults who can help Understand that people online may try to mani pulate others, how

	unambiguous in structions Plan, test and debug a simple algorithm make predictions about an outcome based on a simple algorithm Understand conditions and outcomes Understand that some statements can only be true or false	Create a graph using digital tools Create a pictogram using collected data Sort information on criterion Present data using a graph	program a virtual object to move to on-screen objects Record a sequence of instructions in a common format	where choices can be made Understand that a computer model is not an exact replica of real -life environments and/or scenarios Create a representation of a real or fantasy game or story	actions performed by a sprite Understand that backgrounds can be used and/or created in projects Program a sequence of commands that make a sprite move Understand that one sprite can be programmed to trigger action for another Understand that the speed of sprites can be changed Understand that different sprites can be programmed to move at different speed Use a storyboard and create a short animation	this can make someone feel and how to identify and approach adults who can help. understand that photos can be shared online Understand the importance of seeking permission before sharing a photo Understand how to identify and approach adults who can help Understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help
PE	**Music and movement.** To perform using a range of actions and using different body parts with some coordination. Begin to perform learnt skills with some control.	**Skill Development** To develop the fundamental movement skills of balance, co-ordination and agility. Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. Develop balance, agility and co-ordination	**Ball Skills** To master basic movements including running, jumping, throwing and catching. TO travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	**Gymnastics** To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	**Athletics** Vary pace and speed when running. Perform a short jumping sequence, jump as high as possible, jump as far as possible. Improve the distance they can throw a ball by using more power. Engage in team games.	**Games – Striking and Fielding** To master striking, sending and receiving a ball. To travel with a ball in different directions, side to side, forwards and backwards with some control and fluency.
Music	Exploring Sounds	Exploring Duration	Exploring Pulse and rhythm	Exploring Pitch	Exploring Instruments and Symbols	Exploring Timbre; Tempo and Dynamics
Art & DT (cooking)	Puppets	Christmas foods from around the world	Sculptures	Transport	Artist - Henri Rousseau jungle paintings	Seashell stamping

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