Year 1 year overview – 2021/22

This plan is an overview of the year, it is a working document and is subject to regular updates and changes as we assess the needs of the children individually and as a class

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Labels and captions – Love is my favourite thing. The Journey – Aaron Becker Stanley's Stick – John Hegley	Gruffalo Crumble and other recipes – the Gruffalo cook book Mr Big – Ed Vere	Tiger Who Came to Tea Poetry – Five Little Senses, The Sound Collector. I am…, Winter poems Voices in the Park SPAG – Suffixes, Capital Letters.	A variety of Traditional Tales	Non-fiction Frogs/ Owls The Twits The Owl babies	Mrs Armitage series. 'We're Going On A Bear Hunt'. Recount Non-chronological report
Phonics	Phase 2/3	Phase 3	Phase 3/4	Phase 3/4/5	Phase 5	Phonics Screening Test
Maths	**Number**: Place value (within 10) • Sort, count, read, write and order numbers to 10, forwards and backwards. • One to one correspondence. • Compare numbers, using language such as equal to, more/greater, less/fewer. • Ordinal numbers (1st, 2nd, 3rd …) **Number:** Addition (within 10) • Part-whole model • Find number bonds for numbers within 10. • Compare number bonds • Addition – adding together, adding more • Finding a part	**Number**: subtraction (within 10) • Taking away, how many left? • Finding a part, breaking apart • Fact families • Counting back • Finding the difference • Comparing addition and subtraction statements **Geometry**: Shape • Recognise and name 3D shapes (cube, cylinder, cuboid, pyramid, cone, sphere) • Sort 3D shapes • Recognise and name 2D shapes (rectangle, circle, square, triangle) • Sort 2D shapes • Patterns with 3D and 2D shapes **Number**: Place value (within 20) • Count forwards and backwards and write numbers to 20 in numerals and words • Numbers from 11 to 20 • Count one more and one less • Compare and order groups of objects and numbers	**Number:** Addition and subtraction (within 20) • Add by counting on • Find and make number bonds • Add by making 10 • Subtraction – crossing 10 **Number**: Place value (within 50) • Numbers to 50 • Tens and ones • One more one less • Compare and order objects and numbers within 50	**Number**: Place value (within 50) cont. • Count in 2s and 5s **Measurement:** Length and height • Compare length and height, knowing longer, shorter, taller • Measure length with non-standard and standard (cms) measures **Measurement:** Weight and volume • Introduce weight and mass, as heavier and lighter • Measure and compare mass using non-standard measures	**Number:** Multiplication and division • Count in 10s • Make and add equal groups of 2s, 5s and 10s • Make arrays • Make doubles • Make equal groups of 2s, 5s and 10s by grouping and sharing **Number:** Fractions • Find a half of a shape and an amount. • Find a quarter of a shape and an amount **Geometry:** Position and direction • Describe turns • Describe position	**Number:** Place value (within 100) • Counting to 100 • Partitioning numbers into tens and ones • Comparing and ordering numbers to 100 • One more, one less **Measurement:** Money • Recognising coins and notes • Counting in coins **Measurement:** Time • Before and after • Dates • Time to the hour and half hour • Writing and comparing time

Science (topic/ Scientists/ Bold statement)	***Everyday Materials*** • Identify materials • Identify objects and materials • Classify every day materials • Explain the difference between materials and objects • Test materials to see how they behave. • Test which materials sink and float. • Test for waterproof.	***Seasonal changes (Autumn and Winter)*** • Describe how the weather changes in autumn. • Collect and record data about the weather in autumn. • Explain how animals adapt in winter. • Create season pictures • Identify changes in seasons • Identify the signs of autumn.	***Animals including humans*** • Identify similarities and differences. • Group animals • Label body parts • Use pictograms to present evidence about the class • Understand that animals use their senses for different purposes.	***Seasonal changes (Spring and Summer)*** • Observe and describe changes in the trees • Observe changes in clothes that we wear from winter to spring. • Observe and describe weather • Gather and record data • Observe and describe how day length varies • Identify changes in the trees and in clothes that we wear from spring to summer. • Observe and describe weather by observing and recording the weather in summer. Explain how to stay safe in the sun.		***Plants*** • Ask a question and suggest a way we could answer it. • Identify and name common wild plants. • Gather and record data • Identify and name some garden plants. • Sort deciduous and evergreen leaves • Identify and describe the parts of plants and trees. • Observations and ideas to suggest answers to questions.
Art (skills/ medium and Artist)	**Mixed Up Materials.** • Combine and use found materials – natural or man-made • Collage using real images cut out from photos and magazines • Simple weaving with paper or fabric using a card loom • Make collections of colours • Describe colours – e.g. light, dark	**Portraits** • Draw faces and position of features • Use pencils, pastels, pens, crayons, charcoal – explore different ways of using • Experiment making different types of marks • Collage using real images cut out from photos and magazines • Use thick and thin brushes	**Colour and Shape** • Cut out and collage geometric shapes • Name primary colours – red, yellow, blue • Mix secondary colours • Know names of secondary colours – orange, green, purple • Describe colours – e.g. light, dark	**<u>Spots</u>** • Choose portrait or landscape orientation • Use thick and thin brushes • Make different types of marks – dots, dashes, • Name primary colours – red, yellow, blue • Mix secondary colours • Know names of secondary colours – orange, green, purple • Monoprint - use different tools	**<u>Gardens</u>** • Draw faces and position of features • Use pencils, pastels, pens, crayons, charcoal – explore different ways of using • Experiment making different types of marks • Collage using real images cut out from photos and magazines • Use thick and thin brushes	**<u>Natural forms</u>** • Manipulate clay • Add details by drawing and stamping into clay • Combine found materials – natural or man-made • Add objects to weaving • Use pencils, pastels, pens, crayons, charcoal • Monoprint - use different tools Two colour prints by printing on coloured paper
Design and Technology	**<u>Dips and dippers</u>** <u>1. Evaluating Dips -</u> Explore and evaluate a range of existing products comparing different dips. To understand where foods comes from. <u>2. Exploring Dippers -</u> Explore a range of existing products in the context of comparing different dippers. <u>3. Food Groups -</u> Use the basic principles of a healthy/varied diet comparing different ingredients <u>4. Modelling Dips and Dippers</u> To select from and use a range of tools and equipment <u>5. Designing a Dip -</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking and drawings. <u>6. Making and Evaluating -</u> Use the principles of a healthy and varied diet to prepare dishes in the context of following a design to make a new dip and dipper and then evaluating it. Evaluate their ideas and products against design criteria.		**<u>Sensational Salads</u>** <u>1. Where Our Food Comes From -</u> Understand where food comes - looking at different fruits and vegetables. <u>2. Root Salad</u> - To explore and evaluate a range of existing products -tasting salads To use the basic principles of a healthy and varied diet to prepare dishes. <u>3. Preparing Salads-</u> Use the basic principles of a healthy and varied diet <u>4. Fish the Facts -</u> To understand where food comes from - fish we eat. <u>5. Making a Fish Salad -</u> Use the basic principles of a healthy and varied diet to prepare dishes in the context of preparing fish salads Select and use a range of tools and equipment <u>6. Fabulous Fruit Salad -</u> Select from and use a range of tools and equipment to perform practical tasks in the context of preparing fruit salads. Understand where Food Comes From.		**<u>Moving Pictures</u>** <u>Designing -</u> •Follow instructions •Explain what they are making and which materials they are using. Explore by rearranging materials. Discuss their work as it progresses <u>Making -</u> Name the tools used. Select materials from a limited range that will meet the design criteria. Mark out materials to be cut using a template. Fold, tear and cut paper and card. Cut along lines, straight and curved. Curl paper. •Use simple pop ups <u>Evaluating -</u> Say what they like and do not like about the items they have made and attempt to say why. Discuss how closely their finished products meet their design criteria	

<table>
<tr><td>Computing</td><td><u>Technology Around Us</u>
<u>Word Processing Skills</u>:
• Use a trackpad.
• Use technology safely and respectfully.
• Learn to turn on and shutdown computing equipment safely.
• Learn to turn on and shut down computing equipment safely.
• Launch an application and manipulate windows.
• Learn to save and open files in their folder.
• Use technology purposefully to manipulate and retrieve digital content.
• Learn to drag objects in a file from one location to another.
• Drag objects
Practise computer skills they have learnt in this unit.</td><td>Discovering Programming
Programming Scratch Jr

<u>Scratch Jr (Barefoot)</u>
<u>(tinkering and creating own similar animation)</u>

<u>Beebots (Barefoot)</u></td><td><u>Digital Painting (TC)</u>
<u>(using shape and line tools linked to Kandinsky)</u></td><td colspan="2">Visual information Word
• To understand that information exists in many different forms.
• To understand that information in graphs can be simpler to understand than written text.
• To understand that the tools within graphing software can be used to present detailed information clearly. Include labels on axes.
• To understand that mistakes are easy to make when gathering and recording information.
• To understand that technology can sense conditions around us.
• To understand technology can record changes in conditions around us and we can use this to make general statements.
• Consider why the data-logger uses a continuous line to show the results.
• To understand objects can be sorted according to a property.
• To understand that yes/no questions can provide useful information and can help us make decisions.
• To understand that branching databases can be used to organise objects and to identify them using yes/no questions.
• To understand computers use repeated processes to sort objects.</td><td>Let's Create (HFL)
(digital texts – words, pictures, sounds etc.)</td></tr>
<tr><td>PSHE – Jigsaw resources and modules</td><td>Being me in my world</td><td>Celebrating differences</td><td>Dreams and Goals</td><td>Healthy me</td><td>Relationships</td><td>Changing me</td></tr>
<tr><td>History (topic/ Key question)</td><td colspan="2" rowspan="2"><u>Seasides - (Topic links geographical features and changes over time)</u>

To use key words to describe different places and environments
To know the features of seaside locations
To sort human and natural features
To compare seaside past and present
To describe a seaside town in the UK
To compare the seaside past and present
Use a map to locate the main British Islands

Know the location of hot and cold islands around the world
To write a diary
To justify a response
To use photographs to develop a sense of chronology
To compare past ways of life with the present</td><td colspan="2"></td><td colspan="2">Great Explorers
• To ask questions about the past
• To know some differences between now and the past
• To retell an historical event.
• To compare two explorers.
• To create an image to remember an event.</td><td rowspan="2"><u>Toys</u>
• To put toys in order
• To describe and compare old and new toys To make observations
• To make a timeline</td></tr>
<tr><td>Geography (topic/ Key question)</td><td colspan="2"><u>Our country</u>
• To understand the differences between a town and the countryside
• To name the countries of the UK
• To use an 'aerial view'
• To identify key features of the countries of the UK
• To describe the city of London
• To compare two capital cities</td><td colspan="2"></td></tr>
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RE	**Caring for our world** Ultimate Questions: What do many Christians, Muslims and Jews believe about how the world was created? Human responsibility and Values: How do people show care and concern for our world? Beliefs and Practices/ symbols and Actions: Harvest Festival and Sukkot	**Light and festivals** Beliefs and Practices: How is light used in the Jewish festival of Hanukkah? Why does Christmas matter to Christians? Symbols and actions: Why is light an important religious symbol? Compare own feelings about light and dark.	**Belonging** Beliefs and Practices: How and why do people celebrate the birth of a new baby? Why is it traditional for Muslims to wash before they worship? Prayer, Worship and Reflection: What can we find out about Christianity/ Islam through listening to a Christian/ Muslim visitor? Why do some people pray to God/Allah for help? Identity and Belonging: What things are important to your family and to you? How do I belong? How and why do people have special ways of welcoming babies?	**What is special to you?** Beliefs and Practices: Why does Easter matter to Christians? What would you give up for someone else? Sources of Wisdom: How and why are some stories important for religious people? Why did Jesus tell parables? Are some of these relevant today? Pupils explore and tell some parables through drama. Justice and Fairness: How might stories and parables that Jesus told influence the behaviour of Christians? Identity and Belonging: What things are important to your family and to you?	**Special Books (Christianity, Judaism, Islam)** Sources of Wisdom: How and why are some stories important for religious people? Why is the Bible holy and sacred for Christians? Why are the Torah and/or the Qur'an holy and sacred for Jews and Muslims? How do Jews and Muslims look after and read their holy and sacred book? Why some books are called holy or sacred? Justice and Fairness: How can faith stories guide us in our choices of what is right and wrong? Which faith stories help some people learn about spiritual and moral values? How might stories and parables that Jesus told influence the behaviour of Christians? Human Responsibility and Fairness: What do faith stories tell us about the way people should look after each other and the world?	**Judaism** Beliefs and Practices: Recall and name different beliefs and practices including worship, rituals and ways of life in order to find out about the meanings behind them. Ask and answer 'how' and 'why' questions about people's religious practice. Identity and belonging: Why does Shabbat have a special place in Jewish families?
Music	Developing awareness of the differences between the rhythm and the pulse through improvised movement exercises, singing games and instrumental playing; Identifying and responding to changes in tempo;		Exploring singing games and songs as a preparation for learning rhythm notation; Recognition of crotchets and quavers in musical notation, using graphic notation, engaging through the use of the body; Developing fluent alternation between hands and feet through musical response exercises and the use of percussion instruments; Developing awareness of the subdivision of the note duration using improvised movement exercises, graphic symbols, partner work.		Practising recognizing rhythmic patterns from crotchets and quavers in songs, movement exercises, notation and instrumental playing; Exploring the transfer of weight, use of the non-dominant hand in instrumental playing; Identify simple ascending ad descending melodies, as preparation for learning pitch notation.	
PE	**Games** Develop control and co-ordination in large and small movements, move confidently in a range of ways, safely negotiating space and handle equipment effectively.	**Dance** Moving Words Develop skills of travelling, turning, stillness; changing shape, size, direction, level, speed and actions	**Gymnastics** Jumping Jacks Develop movement skills. Extend agility, balance and co-ordination. Engage in co-operative physical activities. Master basic jumping skills .	**Outdoor Adventure** A range of sequential learning experiences that allow pupils to venture successfully in the outdoors. Respond to different challenges and problem solving tasks.	**Athletics** **Games** Refine skills of running successfully, change directions, and develop side stepping. Throw, catch and aim on the move.	**Swimming**