

Year 1 Yearly Overview



| Terms: | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|---------|--|---|---|--|--|--|
| English | RWInc | Read and understand decodable texts appropriate to phonetic ability/level, access to a range of new vocabulary through a variety of texts, spell words accurately using phonetic knowledge, form sentences appropriate to ability/level, access to year 1 grammar objectives, discuss & edit work appropriate to ability/level | | | | | |
| | Writing |  <p>The Colour Monster</p> <p>Description: Describe the feelings (transition)</p> |  <p>Five Minutes Peace</p> <p>Description: Describe the Large Family/my family</p> |  <p>Beegu</p> <p>Description: Describe Beegu's feelings</p> |  <p>Town Mouse, Country Mouse</p> <p>Information Text: Compare town & country</p> |  <p>The Lonely Beast</p> <p>Storytelling: Retell part of the story</p> |  <p>Jack & the Beanstalk</p> <p>Storytelling: Retell part of the story</p> |
| | |  <p>Elmer</p> <p>Description: Describe Elmer the Elephant</p> |  <p>Knuffle Bunny Too</p> <p>Description: Describe Knuffle Bunny</p> |  <p>The Magic Box</p> <p>Poem: Write a poem about what special things to put in a box.</p> |  <p>Meet the weather</p> <p>Description: Describe the weather</p> |  <p>How to Read a Story</p> <p>Instructions: Instructions on how to read a book</p> |  <p>Extraordinary Gardener</p> <p>Recount: Recount events of how Joe's idea came to life.</p> |
| | |  <p>The Little Red Hen</p> <p>Description: Write about the Little Red Hen</p> |  <p>Little Red Riding Hood</p> <p>Description: Describe a character</p> |  <p>Funny Bones</p> <p>Description: Write about the human body</p> |  <p>Three Little Pigs</p> <p>Retell: Retell part of the story</p> |  <p>Bedtime for Monsters</p> <p>Description: Describe the monster's journey</p> | |
| Maths | | Place Value to 10 | Addition and Subtraction within 10 ; Shape ; Consolidation | Place value (within 20) ; Number Addition and subtraction (within 20) | Place value (within 50) ; Length and height ; Mass and volume | Multiplication and Division; Fractions; Position and Direction | Place value (within 100); Money ; Time ; Consolidation |
| Times Tables | | - | - | - | - | Teach 2s, 5s and 10s Consolidate 2s, 5s, and 10s | Teach 2s, 5s and 10s Consolidate 2s, 5s, and 10s |
| Science | | Physics - Seasonal Changes - Observe changes across the four seasons and describe weather associated with the seasons and how day length varies (Floor Book) | | | | | |



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| | Chemistry - Everyday Materials Begin to understand the difference between objects and the materials they are made from. Begin to identify and name materials as well as identify some of their physical properties. | | Biology - Animals including Humans Identify the basic body parts as well as the body parts which are associated with each sense (human focus). Identify and name a variety of animals and begin to look at their structure (animal focus). | | Biology - Plants Identify common wild and garden plants as well as deciduous and evergreen trees. Begin to understand the basic structure of plants and trees. | |
| Geography | Change over time Sort events, making comparisons over time | What is it Like to live in Enfield? Using fieldwork and observational skills to identify human and physical features and in aerial photographs of the locality | Local History: Laura Trott and Forty Hall Lives of significant people and significant places in our locality | Human and Physical Features Comparison of human and physical features of the countryside, forest and beach | Queen Elizabeth I and Queen Elizabeth II Similarities and differences between ways of life in different periods- | London and the United Kingdom Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas |
| History | | | | | | |
| Religious Education | Christianity, Judaism, Hinduism 1.6 How and why do we celebrate special times? | | Christianity 1.1 Who is a Christian & what do they believe? | Islam 1.2 Who is a Muslim & what do they believe? | Christianity 1.5 What makes some places sacred? | Christianity, Judaism, Islam 1.7 What does it mean to belong to a faith community? |
| Art and Design / Design Technology | Art: Drawing Mark Making; Making a surface/finger drawing; imagination drawing <i>Art through Story</i> | DT: Structures 'Windssocks' Explore materials and joining techniques to design, create & evaluate a wind sock | Art: 3D Art- Clay Respond to the work of artists; Responding visually to a story; Develop skills in clay work <i>Artist - Andy Goldsworthy</i> | DT: Food Technology 'Eating more Fruit and Vegetables' Explore healthy foods, cutting, peeling and grating to design, prepare and evaluate dishes | Art: Painting Responding to the work of artists; Exploring thick and thin line; Responding to story <i>Artist: Jasper Johns</i> | DT: Mechanisms 'Moving Pictures' Explore sliders, levers, pivots and wheels to design, create and evaluate moving characters |
| Computer Science | Online Safety: CT Choice Technology around us Recognising technology in school and using it responsibly | Online Safety: CT Choice Digital painting Choosing tools in a program to create art, and making comparisons with working non-digitally. | Online Safety: CT Choice Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes | Online Safety: CT Choice Grouping data Exploring object labels, then using them to sort and group objects by properties | Online Safety: CT Choice Digital writing Using a computer to create and format text, before comparing to writing non-digitally. | Online Safety: CT Choice Programming animations Designing and programming the movement of a character on screen to tell stories |
| PSHE and SMSC | Being Me in My World Understanding how to make my class a happy and safe place | Celebrating Differences Ways that I am different and similar to other people in my class, and why this makes us all special | Dreams and Goals How I feel when I am successful and how this can be celebrated positively | Healthy Me Why I think my body is amazing and identifying a range of ways to keep it safe and healthy | Relationships Understand why I have special relationships with some people and how these relationships help me feel safe and good about myself. | Changing Me Understand how I am now compared to when I was a baby and explain some of the changes that will happen to me as I get older |



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| PE | <p>Gymnastics- Taking weight on different parts Show control and coordination, and make movement phases using different parts of the body</p> | <p>Games- Bouncing and catching Develop awareness of good body positions and actions</p> | <p>Dance- Simple movement patterns Perform a sequence with clear beginning, middle and end; use different parts of the body individually and in combination</p> | <p>Gymnastics- Travelling Explore a variety of ways of travelling on their feet and different body parts both on the floor and using apparatus</p> | <p>Games- Travel with the ball Learn to travel with the ball in different ways, using hands, feet and equipment like bats or small rackets; select appropriate skills and suggest their own ideas</p> | <p>Dance- Exploring gesture and formation. Creating short dances Explore basic body actions, e.g. jumping, shapes and travel, and use different parts of their body to make movements</p> |
| Music | <p>Exploring the Outside Exploring and recreating sounds using body and percussion instruments</p> | <p>Musical Elements Exploring different musical elements including high and low, loud and soft and long and short sounds</p> | <p>Water Music Creating mood in pictures and composing music to perform to a film</p> | <p>Pitch Learning about pitch. Exploring voices and tuned and untuned instruments, to learn about how each sound can be used and manipulated</p> | <p>We're Going on a Bear Hunt Incorporating and building on prior knowledge to create sounds and music to fit with specific sections of stories</p> | <p>Pulse and Rhythm Learning about the beat and exploring different genres of music and the differing tempo that they have. Using known songs and nursery rhymes to gain an understanding of rhythm</p> |