

# Year 1 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Me and other animals	Gunpowder Plot	Toys		Weather and Seasons Poles Apart	
LITERACY GENRES	Traditional tales (6 weeks or 2+2+2) Poetry -Rhyming couplets -recite familiar poems (2 weeks) Recounts (2 weeks or 1+1) Labels, lists and captions (1 week)		Contemporary fiction- stories reflecting children's own experience 4 weeks or 2 +2 weeks Instructions (2 weeks) Poetry - rhyming couplets (2 weeks) Report (2 weeks)		Stories with predictable phrasing (6 weeks or 2+2+2) Explanations (2 weeks) Report (2 weeks) Poetry appreciation (2 weeks)	
MATHS (cross curricular)	Measuring length and height of beanstalks. Weigh and measure ingredients when making Gingerbread men. Use locational language (e.g. near and far) Use simple vocabulary relating the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now' to describe routes.	To place events in order on a time line. Label time lines with words or phrases such as: past, present, older, newer.	Data collection-tally charts, pictograms, tables Sorting and grouping-what is the same? What is different?  Label time lines with words or phrases such as: past, present, older, newer.		Compare describe and solve problems involving measures Order temperatures from coldest to hottest Learn North, South East West	

<p><b>SCIENCE</b></p> <p>Ongoing-keep a class log of weather and seasonal changes</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</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>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</p> <p>Notice that animals including humans have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals including humans for survival (water, food, air)</p> <p>Describe and compare the structure of a variety of common animals, fish, amphibians, reptiles, birds, mammals, including pets</p>		<p>Distinguish between an object and the material from which it is made</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple properties of a variety of materials.</p>	<p>Identify and name a variety of common plants, including deciduous and coniferous.</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Identify and name the basic structure of a variety of plants.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>
<p><b>HISTORY</b></p>		<p>Learn about events beyond living memory that are significant nationally</p>	<p>Know about Changes in living memory</p>	<p>Learn about the lives of significant historical figures, including comparison of those from different periods</p> <p>Describe historical events</p>

<b>GEOGRAPHY</b>	Use appropriate vocabulary to refer to; key physical features, including, forest, hill, mountain, sea, river, soil, valley, vegetation, season and weather Key human features including city, town, village, farm, house, and shops				Use appropriate vocabulary to refer to; key physical features, including, beach, cliff, coast, sea, ocean, river, season and weather Key human features including city, town, village, port, harbour farm, house, and shops Name and locate the world's seven continents and five oceans Use 4 compass directions Understand geographical similarities and differences through studying the human and physical geography of the UK and a contrasting non-European country Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use world maps atlases and globes to identify countries, continents and oceans	
<b>ART</b>	Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft-makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work					
<b>DT</b>	Design purposeful, functional appealing products for themselves and other uses based on design criteria Generate develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate ICT Select and use a range of tools and equipment to perform practical tasks eg cutting shaping joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Build structures exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms eg levers slides wheels					
<b>COMPUTING</b>	.We are story tellers	We are celebrating	We are treasure hunters	We are collectors	We are painters	We are TV chefs

<b>RE</b>	Learning and Growing as People of God (Scheme of work)					
	Creation Families and Celebrations Navaratri (Hinduism)	Advent Christmas Prayer Chinese New Year (Buddism) Guru Nanak's Birthday (Sikhism) Hanukka (Judaism)	Forgiveness Lent	Holy Week Easter Baisakhi (Sikhism)	Pentecost Following Jesus Today Ramadan (Islam)	Sharing in the life of Jesus Jesus: Teacher and Healer Asalha Puja Day (Buddism)
<b>MUSIC</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music					
<b>PE</b>						
<b>PSHE</b>	(Cambridge) Self Awareness Understanding and practicing democracy Rules and rights (Seal) New Beginnings	(Cambridge) My relationships Me in my community (Seal) Getting on and falling out Say no to bullying Protective Behaviours	(Cambridge) Similarities and differences Valuing Difference (Seal) Going for goals	(Cambridge) Communication and participation Healthy Lifestyles (Seal) Good to be me	(Cambridge) Maintaining Personal hygiene (Seal) Relationships	(Cambridge) Changing emotions and responsibilities How my body works and changes (Seal) Changes