

St Mary's CE Primary School

Year 1 Overview



“Love one another as Jesus loved us”  
(John 3 v 34-35)

Subject	Term 1 (Sept-Oct)	Term 2 (Nov/Dec)	Term 3 (Jan/Feb)	Term 4 (Mar/April)	Term 5 (April/Ma)(	Term 6 (June/July)
<b>English Reading/Writing Genre</b>	<p>Stories with familiar settings – key stories</p> <p>Poetry-senses</p> <p>Labels, lists, captions</p> <p><b>Key Texts</b> Oriki and the monster Anna’s Amazing Multi-coloured Glasses The Sound Collector Poem</p>	<p>Fantasy Stories</p> <p>Recount</p> <p><b>Key Texts</b> At the Park (Ginn recount) Suddenly Winnie’s Big Bad Robot</p>	<p>Traditional/Fairy tales</p> <p>Poetry-pattern and rhyme</p> <p><b>Key Texts</b> Five Little Monkeys (Ginn) Little Red Riding Hood Goldilocks and the Three Bears</p>	<p>Information texts – Eg Weather(link to Geography Topic)</p> <p>(Non Chronological Reports)</p> <p><b>Key Texts</b> Big Book Seasons Sian Smith Big Book Weather Local /National Weather Report</p>	<p>Stories from a range of cultures</p> <p>Stories with predictable and patterned language</p> <p>Poetry – theme</p> <p><b>Key Texts</b> We’re going on a bear hunt Handa’s Surprise Poems about Animals</p>	<p>Adventure Stories</p> <p>Instructional writing</p> <p><b>Key Texts</b> Adventure Story The Magic Poster</p>
<b>Grammar Punctuation</b>	<p>* leaving spaces between words * full stops * capital letters for names &amp; sentence starters * adjectives to describe * naming letters of the alphabet</p>					
	<p><i>beginning to punctuate simple sentences correctly:</i></p> <ul style="list-style-type: none"> <li>beginning to write in complete sentences, starting to use a capital letter at the start of a sentence</li> </ul>		<p><i>beginning to punctuate simple sentences correctly:</i></p> <ul style="list-style-type: none"> <li>writing in complete sentences, using a capital letter at the start</li> </ul>		<p><i>punctuating sentences correctly:</i></p> <ul style="list-style-type: none"> <li>writing a series of complete sentences, using a capital letter at the start of a sentence and a</li> </ul>	



	and a full stop at the end; • using basic sentence openers (I, My, The etc);		of a sentence and a full stop at the end; • using capital letters for proper nouns;		full stop, exclamation mark or question mark at the end; • using capital letters for proper nouns;	
<b>Spellings and Phonics</b>	<i>F,l,s,z,k spelt ff,ll,ss,zz,ck n sound before k division of words into syllables -tch, v sound at the end of words Adding s and es</i>	<b>Adding endings –ing, –ed,–er where no change to root word Adding –er,–est to adj where no change to root word ai,oi,ay,oy,a-e,e-e,i-e,o-e,ue</b>	<i>ar,ee,ea,er,ir,ur,oo,oa,oe,ou,ow,ue,ew,</i>	<i>ie,igh,or,ore,aw,au,air,ear,are</i>	<i>y ending ph,wh,k, prefix –un compound words</i>	Revisit Common exception words
<b>Maths</b>	<p><b>Number and Place Value</b> *Count to <b>ten</b>, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>*Count, read and write numbers to <b>10</b> in numerals and words.</p> <p>*Given a number, identify one more or one less.</p> <p>*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>Counting:</b> Count to <b>twenty</b>, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p><b>Number: Addition and Subtraction</b> *Represent and use number bonds and related subtraction facts <b>within 10</b></p>	<p><b>Number: 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 <b>50</b> forwards and backwards, beginning with 0 or 1, or from any number.</p>	<p><b>Number: 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>Number: 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>Problem Solving</b> *Compare, describe and solve practical problems for: lengths and heights (for</p>			



	<p>*Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. *Add and subtract one digit numbers <b>to 10</b>, 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, read and write numbers to <b>20</b> 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>*Count, read and write numbers to <b>50</b> in numerals.</p> <p>* Given a number identify one more one less</p> <p>*Identify and represent numbers using objects and pictorial representations including the number line, *use the language of: equal to, more than, less than (fewer), most, least.</p> <p><b>Count in multiples</b> of twos, fives and tens</p> <p><b>Measurement: Weight and Volume</b> *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>Measurement: Weight and Volume</b> * Measure and begin to record mass/weight, capacity and volume.</p> <p>*Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example,</p>	<p>example, long/short, longer/shorter, tall/short, double/half) * 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>Geometry: position and direction</b> *Describe position, direction and movement, including whole, half, quarter and three quarter turns</p> <p><b>Number: 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</b> *Recognise and know the value of different denominations of coins and notes</p> <p><b>Measurement: Time</b></p>
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				<p>full/empty, more than, less than, half, half full, quarter]</p>	<p>*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><b>Identify Materials: Strand Physics (Science- everyday materials and their use)</b></p> <p><u>What am I made of and why?</u> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p><b>Compare Materials: Strand Physics (Science- everyday materials and their use)</b></p> <p><u>What am I made of and why?</u> compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><b>Seasonal changes Day and night: Strand Physics (Science - seasonal changes)</b></p> <p><u>What shall I wear today?</u> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p>	<p><b>Plants: Strand Biology (Science - plants)</b></p> <p><u>What is growing in our garden?</u> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  identify and describe the basic structure of a</p>	<p><b>Human Body: Strand Biology (Science -Animals including Humans)</b></p> <p><u>Is my body a machine?</u> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>



	describe the simple physical properties of a variety of everyday materials			variety of common flowering plants, including trees	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	
Working Scientifically (ongoing development): Identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data						
<b>Religious Education</b>	<p><u>Questful R.E</u> (3hrs) Unit 1.1 - Harvest How can we help those who do not have a good harvest? <u>Non Christian Faith-</u> Jewish Harvest Sukkot (2hrs) <u>Questful R.E</u> (4hrs) Unit 1.8 – Joseph</p>	<p><u>Questful R.E</u> Unit 1.3 – Christmas Why do we give and receive gifts? (5hrs) <u>UC- Unit 1.3-</u> Why does Christmas matter to Christians? (Core Learning p2/3) (Incarnation)</p>	<p><u>Questful R.E</u> Unit 1.2 God and Creation (5 hrs) <u>UC- Unit 1.2-</u> Who made the world? (Creation)</p>	<p><u>Questful R.E</u> Unit 1.5 - Easter celebrating new life and new beginnings. (5 hrs) <u>UC- Unit 1.5-</u> Why does Easter matter to Christians? (Core Learning p2/3) (Salvation)</p>	<p><u>Questful R.E</u> Unit 1.4- Jesus was special. (6hrs)</p>	<p><u>Questful R.E</u> Unit 1.7- Why is Baptism Special? (4hrs) <u>Non Christian Faith-</u> How do people of other faiths welcome new babies? (Birth Rites of different faiths.) (2hrs)</p>
<b>Computing</b>	<p><b>E Safety</b> Check it's for real and protect yourself <i>Hector's World</i> Think before you share and respect each other <a href="https://www.avg.com/stc/campaign/magda-and-mo/magda-and-mo2-en.html">https://www.avg.com/stc/campaign/magda-and-mo/magda-and-mo2-en.html</a> How to act if find inappropriate content <i>Smartie Penguin (Yr1)</i></p>	<p><b>Using technology</b> Use key board skills to type in simple user names and passwords. Launch appropriate programme to task. Open and close piece of equipment safely.</p>	<p><b>Algorithms and programs</b> Plan a journey for a programmable toy <i>Bee Bots</i> Create a series of instructions to move around a course <i>Bee Bots app on ipads</i> Know that commands affect algorithms  Create and debug a simple program. <i>Purple Mash Unit 1.5 Maze explorers</i></p>	<p><b>Communicating and presentation</b> The difference between e-books and story books. Add animation. Add sound. Background through copying and pasting and share e-books with class.  <i>Purple Mash Unit 1.6 Animated story books</i></p>		



	<b>E Safety will be revisited at the start of each half term</b>					
	<b>Using technology – reinforce across the curriculum.</b>					
	<b>Explore technology in a range of jobs and look at the purposes of their uses and why they are needed for a variety of roles.</b>					
<b>Geography</b>	<p><b>Geography- local area and UK Fieldwork</b></p> <p><u>What is special about living in High Crompton?</u></p> <p><b>Local Area</b> <b>Geographical Skills and fieldwork:</b> Aerial photographs Fieldwork around school , High Crompton</p> <p><b>Fieldwork:</b> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		<p><b>Human and Physical Geography</b></p> <p><u>Can I be a weather presenter?</u></p> <p><b>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>Locational Knowledge:</b> Locate UK on globe, map atlas Name UK countries</p>		<p><b>Human and Physical Geography</b></p> <p><u>Why can't a Meerkat live in the North Pole ?</u></p> <p><b>Human and Physical Geography</b> The location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use globe, atlas, world maps</p>	
	Ongoing development of geographical skills and fieldwork, and collection of weather data (including day length).					
<b>History</b>		<p><u>What will you remember ?</u></p> <p>The lives of significant</p>		<p><u>What is the oldest toy in the world ?</u></p> <p>Changes within Living memory.</p>	<p><u>Where have all the mills gone?</u></p> <p>Significant historical events, people and</p>	



		<p>individuals in the past who have contributed to National achievements. To compare aspects of life in different periods</p> <p>Queen Victoria Queen Elizabeth 11</p>		<p>Where appropriate, these should be used to reveal aspects of change in National Life</p> <p>History of Toys (Victorian – Modern Day)</p>		<p>places in their own locality. Places in their own locality: Dawn Mill (Asda), Elk Mill, Wider – Salford (Lowry)</p> <p>Significant events within own locality - industrial Revolution</p> <p>The lives of local significant individuals in the past who have contributed to National achievements LS Lowry Suffragettes Emily Pankhurst/Annie Kenney</p>
<p>Ongoing development of chronological understanding and historical enquiry skills</p>						
<p><b>Art</b></p>	<p><b>Collage</b> <i>Use a combination of materials that have been cut, torn and glued. Overlap and overlay to create effects</i></p> <p><i>Sort, match and name different materials</i></p>		<p><b>Painting</b> <i>Name all the colours. Mixing of colours. Make colour wheels. Find collections of colour.</i></p>	<p><b>3D / Form</b> Add texture by using tools. Make different kinds of shapes. Cut, coil and roll materials such as clay, dough or plasticine</p>		<p><b>Drawing</b> <i>Pencils and crayons Can you draw lines of different shapes &amp; thickness eg light, broad, curved, broken, small lines and circular outline? Observe and draw landscapes</i></p>

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	Add texture by mixing materials		Applying colour with a range of tools. Monet – Four Seasons Create own Monet four seasons using colour mixing skills.	(Mothering Sunday pot/plant pot etc)		Sketches of mills and figures and landscapes Study of Lowry Using drawing skills create own Lowry Picture
			Artist studied: <b>Monet</b>		Artist studied: <b>Lowry</b>	
<b>Design Technology</b>	<b>Structures</b> <i>Freestanding Structures</i> <b>Houses</b>		<b>Mechanisms</b> <i>Sliders and/or Levers</i> <b>Moving story Book</b>		<b>Cooking</b> <i>Healthy Eating</i> <b>Fruit Salad</b>	
<b>Physical education (PE)</b>	<b>Dance</b> Colours and Moods LCP KS 1 dance Link to park 6 lessons	<b>Dance</b> Dance Workshop Aut 97- Rhythm in the Street Let's Move 2000 Building bricks - Prog 7 Giant construction – Prog 8	<b>Dance</b> March, march, march & Jack & the Beanstalk. Val Sabin KS1 dance: Unit 2	<b>Gymnastics</b> Rocking and Rolling	<b>Gymnastics</b> Sequencing and flight	<b>Games</b> team games, following rules
	<b>Games</b> Playground Games	<b>Games</b> Playground Games	<b>Gymnastics</b> wide narrow curled	<b>Games</b> throwing and catching	<b>Games</b> Football skills	<b>Athletics</b> Multi Skills
	Additional sessions to promote exercise for good health ie Daily Mile					
<b>Personal. Social &amp; Health Education (PSHE) (inc British Values and RSE)</b>	<b>Getting on with each other</b> <i>Kind/Unkind and that our behaviour can affect others</i> R2.3 and 2.4 <i>Courtesy and manners</i> R3.3 <i>Respecting each other even when they are different</i> e.g. physically, character, personality, background R3.1		<b>Relationships</b> <i>Respecting similarities and differences between ourselves and other people's families</i> R1.3 <i>Special people in our lives i.e. families and friends and how we should care for one another</i> R1.1 R2.1		<b>Healthy Lifestyle</b> <i>Diet / exercise /healthy lifestyle/ dental health / sun safe</i> H6.1 H6.5 H8.1 H8.2 H8.3 H9.1 H9.2 H11.2 H11.3 H11.4 <i>Self-care</i> H6.6 H11.5	
	<b>Feelings/ Mental Wellbeing</b>					

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	<i>Managing feelings, communicating feelings, hurt feelings R3.4 H6.2 H6.3 H6.7</i>		<i>The importance of spending time together and commitment to each other R1.2</i>			
<b>British Values</b>	<b>Rule Of Law:</b> Following Rules Fair/Unfair, Right/Wrong <b>Tolerance of Different Faiths and beliefs:</b> The Jewish Harvest Sukkot <b>Democracy:</b> Agree class rules		<b>Mutual Respect:</b> Respecting similarities and differences between ourselves and other people's families. Respecting each other even when they are different e.g. physically, character, personality and background		<b>Individual Liberty:</b> Making healthy choices <b>Tolerance of Different Faiths and beliefs:</b> How people of other faiths welcome new babies	
<b>Economic Awareness</b>			<b>Matters : Save or spend ?</b> <b>TwinklMoney</b>			
<b>Music</b>	<b>Pitch Texture Structure</b>	<b>Dynamics Tempo</b>	<b>Dynamics Timbre Notation</b>	<b>Duration (Pulse and Rhythm)</b>	<b>Duration (Pulse and Rhythm)</b>	<b>Tempo</b>
	<i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i>  Music Express : Water	<i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i>  Music Express : Storytime	<i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i>  Music Express : Weather	<i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i>  Music Express : Seasons  Music Express : Pattern (Duration)	<i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i>  Music Express : Number	<i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i>  Music Express : Our Bodies