

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)
English Reading/Writing Genre	<p>Stories with familiar settings – key stories</p> <p>Poetry-senses</p> <p>Labels, lists, captions</p> <p>Key Texts Oriki and the monster Anna’s Amazing Multi-coloured Glasses The Sound Collector Poem</p>	<p>Fantasy Stories</p> <p>Recount</p> <p>Key Texts At the Park (Ginn recount) Suddenly Winnie’s Big Bad Robot</p>	<p>Traditional/Fairy tales</p> <p>Poetry-pattern and rhyme</p> <p>Key Texts 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>Key Texts 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>Key Texts We’re going on a bear hunt Handa’s Surprise Poems about Animals</p>	<p>Adventure Stories</p> <p>Instructional writing</p> <p>Key Texts Adventure Story The Magic Poster How to make a jam sandwich</p>
Grammar Punctuation	<p>* leaving spaces between words * full stops * capital letters for names & 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"> beginning to write in complete sentences, starting to use a capital letter at the start of a sentence 		<p><i>beginning to punctuate simple sentences correctly:</i></p> <ul style="list-style-type: none"> writing in complete sentences, using a capital letter at the start 		<p><i>punctuating sentences correctly:</i></p> <ul style="list-style-type: none"> writing a series of complete sentences, using a capital letter at the start of a sentence and a 	



	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;	
NC doc Spellings	<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>	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	<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
Little Wandle Phonics	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s –es words with two or more digraphs e.g. queen thicker Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each review longer words Tricky words:	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese	/ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* /or/ a water Schwa in longer words: different /o/ a want	ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar



	<p>Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>/ee/ ie shield /or/ aw claw Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue Tricky words: their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p>/s/ se ce mouse fence /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa Tricky words: any many again who whole where two school call different thought through friend work</p>	<p>/air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze Tricky words: once laugh because eye</p>		<p>ore daughter pour oar more review Tricky words: busy beautiful pretty hour move improve parents shoe</p>
<p>Maths</p>	<p>Number and Place Value *Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. *Count, read and write numbers to 10 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,</p>	<p>Number: Addition and Subtraction *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</p>	<p>Number: Multiplication and Division *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. Number: Fractions</p>			



	<p>and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Counting: Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Number: Addition and Subtraction *Represent and use number bonds and related subtraction facts within 10 *Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. *Add and subtract one digit numbers to 10, including zero. *Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems</p> <p>Geometry: Shape 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>Number: Place Value *Count, read and write numbers to 20 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>missing number problems such as $7 = \square - 9$</p> <p>Place Value: Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>*Count, read and write numbers to 50 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>Count in multiples of twos, fives and tens</p> <p>Measurement: Length and Height *Compare, describe and solve practical problems for lengths and heights (eg long/short, longer/shorter, tall/short, double/half). *Measure and begin to write lengths and heights</p> <p>Measurement: Weight and Volume * Measure and begin to record mass/weight, capacity and volume.</p>	<p>*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>Problem Solving</p> <p>*Compare, describe and solve practical problems for: lengths and heights (for 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>Geometry: position and direction *Describe position, direction and movement, including whole, half, quarter and three quarter turns</p> <p>Number: Place Value *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</p>
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<p>Science</p>	<p>Identify Materials: Strand Physics (Science- everyday materials and their use)</p> <p><u>What am I made of and how do I behave ?</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>Seasonal changes Day and night: Strand Physics (Science - seasonal changes)</p> <p><u>What shall I wear today ?</u></p>	<p>Plants: Strand Biology (Science - plants)</p> <p><u>What is growing in our garden ?</u></p>	<p>Animals: Strand Biology (Science -Animals including Humans)</p> <p><u>What do I munch for lunch?</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>



	describe the simple physical properties of a variety of everyday materials	observe changes across the 4 seasons	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Identify and name a variety of common animals that are carnivores, herbivores and omnivores.		
	compare and group together a variety of everyday materials on the basis of their simple physical properties	observe and describe weather associated with the seasons and how day length varies <i>Find out about Anders Celsius and John Dalton</i>	identify and describe the basic structure of a variety of common flowering plants, including trees	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		
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						
Religious Education	<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	<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)	<u>Questful R.E</u> Unit 1.2 God and Creation (5 hrs) <u>UC- Unit 1.2-</u> Who made the world? (Creation)	<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)	<u>Questful R.E</u> Unit 1.4- Jesus was special. (6hrs)	<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)
Computing	E Safety Check it's for real and protect yourself <i>Hector's World</i>	Using technology Use key board skills to type in simple user	Algorithms and programs Plan a journey for a programmable toy <i>Bee Bots</i>	Communicating and presentation The difference between e-books and story books. Add animation.		

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	Think before you share and respect each other https://www.avg.com/stc/campaign/magda-and-mo/magda-and-mo2-en.html How to act if find inappropriate content <i>Smartie Penguin (Yr1)</i>	names and passwords. Launch appropriate programme to task. Open and close piece of equipment safely.	Create a series of instructions to move around a course Bee Bots app on ipads Know that commands affect algorithms Create and debug a simple program. Purple Mash Unit 1.5 Maze explorers	Add sound. Background through copying and pasting and share e-books with class. Purple Mash Unit 1.6 Animated story books
	E Safety will be revisited at the start of each half term			
	Using technology – reinforce across the curriculum. 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.			



Geography	<p>Geography- local area and UK Fieldwork</p> <p><u>What is special about living in High Crompton?</u></p> <p>Local Area Geographical Skills and fieldwork: Aerial photographs Fieldwork around school , High Crompton</p> <p>Fieldwork: 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>Human and Physical Geography</p> <p><u>Can I be a weather presenter?</u></p> <p>Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Locational Knowledge: Locate UK on globe, map atlas Name UK countries</p>		<p>Human and Physical Geography</p> <p><u>Why can't a Meerkat live in the North Pole ?</u></p> <p>Human and Physical Geography 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).					
History		<p><u>What will you remember ?</u></p> <p>The lives of significant individuals in the past who have contributed to National achievements. To</p>		<p><u>What is the oldest toy in the world ?</u></p> <p>Changes within Living memory. Where appropriate, these should be used to reveal</p>		<p><u>Where have all the mills gone?</u></p> <p>Significant historical events, people and places in their own locality. Places in their own locality: Dawn Mill (Asda), Elk Mill,</p>



		<p>compare aspects of life in different periods</p> <p>Queen Victoria Queen Elizabeth 11</p>		<p>aspects of change in National Life</p> <p>History of Toys (Victorian – Modern Day)</p>		<p>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>Art</p>	<p>Collage <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><i>Add texture by mixing materials</i></p>		<p>Painting <i>Name all the colours. Mixing of colours. Make colour wheels. Find collections of colour. Applying colour with a range of tools.</i></p> <p>Monet – Four Seasons</p>	<p>3D / Form</p> <p>Add texture by using tools.</p> <p>Make different kinds of shapes.</p> <p>Cut, coil and roll materials such as clay, dough or plasticine</p> <p>(Mothering Sunday pot/plant pot etc)</p>		<p>Drawing <i>Pencils and crayons Can you draw lines of different shapes & thickness eg light, broad, curved, broken, small lines and circular outline? Observe and draw landscapes</i></p> <p>Sketches of mills and figures and landscapes Study of Lowry</p>

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			Create own Monet four seasons using colour mixing skills.			Using drawing skills create own Lowry Picture
			Artist studied: Monet		Artist studied: Lowry	
Design Technology	Structures <i>Freestanding Structures</i> Houses		Mechanisms <i>Sliders and/or Levers</i> Moving story Book		Cooking <i>Healthy Eating</i> Fruit Salad Nadiya Hussain Bangladesh TV chef	
Physical education (PE)	Dance Colours and Moods LCP KS 1 dance Link to park 6 lessons	Dance Dance Workshop Aut 97- Rhythm in the Street Let's Move 2000 Building bricks - Prog 7 Giant construction – Prog 8	Dance BBC Teach Dance Autumn Days Snow World	Gymnastics Rocking & Rolling theme Twinkl Move PE y1 Gymnastics Traditional Tales Unit (Links with previous literacy taught tales) Games Striking and fielding Throwing and catching Multi Skills Twinkl Move Throwing & Catching Unit	Gymnastics Sequencing and flight Twinkl Move PE Y1 Gymnastics Unit ANIMALS Games Twinkl Y1 Invasion Games Unit	Athletics Fitness skills and learning about healthy living Twinkl Move PE Incorporate Running & Jumping Unit Y1 Athletics Multi Skills, co-ordination and agility Twinkl Move PE Y1 Unit Multi Skills Sports Day Pack (5 lessons)

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	<p>Games – Playground Games & collaboration</p> <p>(Teach traditional playground games)</p>	<p>Games – net & wall</p> <p>Kicking and throwing an object</p> <p>Against a target to a wall</p>	<p>Gymnastics –</p> <p>YOGA FOCUS T MOVE PE</p> <p>Y1 Salute to the Sun (6 focus lessons)</p>			
<p>RSHE (inc British Values and RSE)</p>	<p>Family and people who care for us <i>(R1.1)</i></p> <p>Being Safe <i>(R5.1)</i></p>	<p>Caring friendships <i>(R2.1)</i></p> <p>Respectful relationships <i>(R3.1)</i></p>	<p>Online Relationships <i>(R4.1)</i></p> <p>Internet Safety and harms <i>(H7.1)</i></p>	<p>Mental wellbeing <i>(R6.1, R6.2)</i></p> <p>Basic first aid <i>(H12.1)</i></p>	<p>Health and prevention <i>(H11.2, H11.4)</i></p>	<p>Physical health and fitness <i>(H8.1)</i></p> <p>Healthy eating <i>(H9.1)</i></p>
<p>British Values</p>	<p>Rule Of Law: Following Rules Fair/Unfair, Right/Wrong</p> <p>Tolerance of Different Faiths and beliefs: The Jewish Harvest Sukkot</p> <p>Democracy: Agree class rules</p>		<p>Mutual Respect: <i>Respecting similarities and differences between ourselves and other people's families.</i></p> <p>Respecting each other even when they are different e.g. physically, character, personality and background</p>		<p>Individual Liberty: Making healthy choices</p> <p>Tolerance of Different Faiths and beliefs: How people of other faiths welcome new babies</p>	
<p>Economic Awareness</p>			<p>Matters : Save or spend ?</p>			



<p>Music</p>	<p>Pitch Texture Structure</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Water (Pitch) Our School (Exploring Sounds)</p>	<p>Dynamics Tempo</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Storytime (Exploring Sounds)</p>	<p>Dynamics Timbre Notation</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Weather (Exploring Sounds)</p>	<p>Duration (Pulse and Rhythm)</p> <p>Pitch Texture Structure</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Seasons (Pitch) Music Express : Pattern (Beat)</p>	<p>Duration (Pulse and Rhythm)</p> <p>Dynamics Notation</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Number (Beat)</p>	<p>Tempo</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Our Bodies (Beat)</p>
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