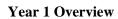


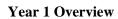


Subject	Term 1 (Sept-Oct)	Term 2 (Nov/Dec)	Term 3 (Jan/Feb)	Term 4 (Mar/April)	Term 5 (April/Ma)(	Term 6 (June/July)
English Reading/Writing Genre	Stories with familiar settings  – key stories  Poetry- senses  Labels, lists, captions	Fantasy Stories Recount	Traditional/Fairy tales  Poetry- pattern and rhyme	Information texts – Eg Weather(link to Geography Topic)  (Non Chronological Reports)	Stories from a range of cultures  Stories with predictable and patterned language  Poetry – theme	Adventure Stories Instructional writing
	Key Texts Oriki and the monster Anna's Amazing Multi- coloured Glasses The Sound Collector Poem	Key Texts At the Park (Ginn recount) Suddenly Winnie's Big Bad Robot	Key Texts Five Little Monkeys (Ginn) Little Red Riding Hood Goldilocks and the Three Bears	Key Texts Big Book Seasons Sian Smith Big Book Weather Local /National Weather Report	Key Texts We're going on a bear hunt Handa's Surprise Poems about Animals	Key Texts Adventure Story The Magic Poster How to make a jam sandwich
Grammar Punctuation	* leaving spaces between words  * full stops  * capital letters for names & sentence starters  * adjectives to describe  * naming letters of the alphabet					
	beginning to punctuate simple  • beginning to write in sentences, starting to letter at the start of a	complete use a capital	_	complete sentences, al letter at the start	sentences, us	s correctly: ries of complete sing a capital letter f 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	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	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	ar,ee,ea,er,ir,ur,oo, oa,oe, ou,ow,ue,ew,	ie,igh,or,ore,aw,au, air, ear,are	y ending ph,wh,k, prefix –un compound words	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 oul 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





	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	/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	/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	/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		ore daughter pour oar more review Tricky words: busy beautiful pretty hour move improve parents shoe
Maths	*Count to ten, forwards and be with 0 or 1, or from any given of the words.  *Count, read and write number and words.  *Given a number, identify one the words and represent number pictorial representations included.	number.  Its to <b>10</b> in numerals  more or one less.  ers using objects and	Number: Addition ar *Represent and use of related subtraction for *Read, write and into statements involving subtraction (-) and ed	number bonds and acts within 20 erpret mathematical addition (+), quals (=) signs. ne-digit and two-digit ding zero. ems that involve tion, using concrete	*Count in multiplication *Count in multiples of the answer using condition and divided the answer using condition and a condit	twos, fives and tens. ems involving ision, by calculating

#### Year 1 Overview



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

and use the language of: equal to, more than, less than (fewer), most, least.

#### Counting:

Count to **twenty**, forwards and backwards, beginning with 0 or 1, from any given number.

#### **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

#### **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.)

#### 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.

missing number problems such as  $7 = \Box - 9$ 

#### Place Value:

Count to **50** forwards and backwards, beginning with 0 or 1, or from any number.

- \*Count, read and write numbers to **50** in numerals.
- \* Given a number identify one more one less
- \*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.

Count in multiples of twos, fives and tens

#### 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

### **Measurement: Weight and Volume**

\* Measure and begin to record mass/weight, capacity and volume.

- \*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.

### **Problem Solving**

- \*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]

### Geometry: position and direction

\*Describe position, direction and movement, including whole, half, quarter and three quarter turns

#### **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





Science	Identify Materials: Strand Physics (Science- everyday materials and their use)  What am I made of and how do I behave? 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	Seasonal changes Day and night: Strand Physics (Science - seasonal changes)  What shall I wear today?	Plants: Strand Biology (Science - plants)  What is growing in our garden ?	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)  Animals: Strand Biology  (Science -Animals including Humans)  What do I munch for lunch?  Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
		*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]		including the number line, and use the language of: equal to, more than, less than, most, least.  Measurement: Money *Recognise and know the value of different denominations of coins and notes  Measurement: Time *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



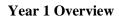


	describe the simple physical properties of a variety of everyday materials  compare and group together a variety of everyday materials on the basis of their simple physical properties		observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies  Find out about Anders Celsius and John Dalton	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  identify and describe the basic structure of a variety of common flowering plants, including trees	Identify and name a varianimals that are carninomnivores.  Describe and compare variety of common an amphibians, reptiles, kincluding pets.  Identify, name, draw a parts of the human boof the body is associated.	e the structure of a imals (fish, pirds and mammals and label the basic by and say which part
	Working Scientifically (or		ntify and classify; observe closely, using simple equipment; perform si		simple tests; use	
Religious	Questful R.E (3hrs)	Questful R.E	as to suggest answers to questions; gather and Questful R.E Questful R.E		Questful R.E	Questful R.E
Education	Unit 1.1 - Harvest	Unit 1.3 – Christmas	Unit 1.2 God and	Unit 1.5 - Easter	Unit 1.4- Jesus was	Unit 1.7- Why is
Ludcation	How can we help those who	Why do we give and	Creation (5 hrs)	celebrating new life	special. (6hrs)	Baptism Special?
	do not have a good harvest?	receive gifts? (5hrs)	<u>UC- Unit 1.2</u> - Who	and new		(4hrs)
	Non Christian Faith-	UC- Unit 1.3- Why	made the world?	beginnings. (5 hrs)		Non Christian Faith-
	Jewish Harvest Sukkot (2hrs)	does Christmas	(Creation)	UC- Unit 1.5- Why		How do people of
	Questful R.E (4hrs)	matter to Christians?		does Easter matter		other faiths
	Unit 1.8 – Joseph	(Core Learningp2/3)		to Christians?		welcome new
		(Incarnation)		(Core Learning		babies? (Birth Rites
				p2/3) (Salvation)		of different faiths.) (2hrs)
						(21113)
Computing	E Safety	Using technology	Algorithms a	nd programs	Communicating	and presentation
1	Check it's for real and	Use key board skills	_	programmable toy		een e-books and story
	protect yourself	to type in simple user	Bee	Bots	boo	oks.
	Hector's World				Add animation.	





Think before you share and respect each other https://www.avg.com/stc/campaign/magda-and-mo/magd	names and passwords. Launch appropriate programme to task. Open and close piece	Create a series of instructions to move around a course  Bee Bots app on ipads  Know that commands affect algorithms	Add sound.  Background through copying and pasting and share e-books with class.  Purple Mash Unit 1.6 Animated story books						
en.html  How to act if find inappropriate content Smartie Penguin (Yr1)	of equipment safely.	Create and debug a simple program. Purple Mash Unit 1.5 Maze explorers							
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			Human and		Human and Physical	
2208.2017	Geography- local area and		Physical Geography		Geography	
	UK Fieldwork					
					Why can't a	
	What is special about living				Meerkat live in the	
	in High Crompton?		Can I be a weather		North Pole ?	
	Local Area		presenter?		Uluman and Dhusiaal	
			Human and		Human and Physical	
	Geographical Skills and fieldwork:		Physical Geography		Geography The location of hot	
	Aerial photographs		Identify seasonal		and cold areas of	
	Fieldwork around school,		and daily weather		the world in relation	
	High Crompton		patterns in the		to the Equator and	
	Thigh crompton		United Kingdom		the North and South	
	Fieldwork:		omica kingaom		Poles	
	use simple fieldwork and		Locational		Use globe, atlas,	
	observational skills to study		Knowledge:		world maps	
	the geography of their		Locate UK on globe,		•	
	school and its grounds and		map atlas			
	the key human and physical		Name UK countries			
	features of its surrounding					
	environment					
	Ongoing deve	elopment of geographical	l skills and fieldwork, ar		r data (including day ler	
History		What will you		What is the oldest		Where have all the
		remember ?		toy in the world?		mills gone?
						o
		The lives of		Changes within		Significant historical
		significant individuals in the		Living memory. Where		events, people and
		past who have		appropriate,		places in their own locality.
		contributed to		these should be		Places in their own
		National		used to reveal		locality: Dawn Mill
				asca to reveal		•
		achievements. To				(Asda), Elk Mill,



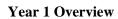


		compare aspects of life in different		aspects of change in National Life	Wider – Salford (Lowry)
		Queen Victoria Queen Elizabeth 11		History of Toys (Victorian – Modern Day)	Significant events within own locality - industrial Revolution  The lives of local significant individuals in the past who have contributed to National achievements LS Lowry Suffragettes Emily
					Pankhurst/Annie Kenney
		Ongoing development	of chronological unde	rstanding and historical	
Art	Collage		Painting	3D / Form	Drawing
	Use a combination of materials that have been cut, torn and glued. Overlap and overlay to create effects  Sort, match and name different materials  Add texture by mixing		Name all the colours. Mixing of colours. Make colour wheels. Find collections of colour. Applying colour with a range of tools. Monet – Four	Add texture by using tools.  Make different kinds of shapes.  Cut, coil and roll materials such as clay, dough or plasticine  (Mothering Sunday)	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 Sketches of mills and
	materials		Seasons	pot/plant pot etc)	figures and landscapes Study of Lowry





Design Technology	Structures Freestanding Structures Houses		Create own Monet four seasons using colour mixing skills.  Artist studied: Monet Mechanisms  Sliders and/or Levers  Moving story Book	t .	Artist studied: Lowry  Cooking  Healthy Eating  Fruit Salad  Nadiya Hussain  Bangladesh TV chef	Using drawing skills create own Lowry Picture
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	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, coordination and agility
				Move Throwing & Catching Unit		Twinkl Move PE Y1 Unit Multi Skills Sports Day Pack (5 lessons)





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





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