

YEAR OVERVIEW 2022 -23 for Y1

Subject	HT1 (4 days + 6 weeks)	HT2 (7 weeks)	HT3 (3 days + 5 weeks)	HT4 (6 weeks)	HT5 (5 weeks+ 4 days)	HT6 (7 weeks)
English Writing:	<p>Traditional Tales Goldilocks and the Three Bears 3 Little Pigs</p> <p>Non-Fiction Woodland text – Linked to field trip to Ecclesall Woods</p>	<p>Traditional Tales 3 Billy Goats Gruff The Gingerbread Man</p> <p>Non-Fiction Gunpowder plot Guy Fawkes</p>	<p>Narrative The Egg Zog and the Flying Doctors</p> <p>Non-Fiction Chinese New Year Leaflet about China</p>	<p>Narrative Beegu Man on the Moon</p> <p>Non- Fiction A first person account of the Moon Landing</p>	<p>Narrative Handa’s Surprise Handa’s hen</p> <p>Non-Fiction Animal text - Linked to visit from mobile zoo</p>	<p>Narrative Avocado Baby The Owl who was Afraid of the Dark</p> <p>Non-Fiction Senses text – My Body, your body</p>
English reading	<p>Read, Write Inc.</p> <p>Classroom Texts: Traditional Tales</p>	<p>Read, Write Inc.</p> <p>Classroom Texts: Traditional Tales</p>	<p>Read, Write Inc.</p> <p>Classroom Texts: Julia Donaldson e.g. Stick Man, Highway Rat, The Snail and the Whale, The Gruffalo</p>	<p>Read, Write Inc.</p> <p>Classroom Texts: Space Themed texts The Way Back Home, Space Adventure</p>	<p>Read, Write Inc.</p> <p>Classroom texts: Animal themed texts inc. Eric Carle, Dear Zoo, The Ugly Five, Walking Through the Jungle</p>	<p>Read, Write Inc.</p> <p>Classroom Texts: The Owl who was Afraid of the Dark – Short Novel Study</p>
<p>Maths</p> <p style="background-color: #ff0000; color: white; padding: 2px;">All areas of maths subject to change when Power Maths confirm new content.</p>	<p>Practical maths activites / introduction to Power Maths Wk 1</p> <p>Power Maths 1A Unit 1 Number and Place Value to 10 Wks 2, 3,4,5,6</p> <p>Power Maths 1A Unit 2 Number – addition and subtraction Part-whole within 10 Wks 7</p>	<p>Power Maths 1A Unit 2 Number – addition and subtraction Part-whole within 10 WK1</p> <p>Power Maths 1A Unit 3 Number Addition and subtraction within 10 part 1 Wks 2,3, 4</p> <p>Power Maths 1A Unit 4 Number Addition and subtraction within 10 part 2</p>	<p>Power Maths 1A Unit 5 Geometry and shape Wks 1,2</p> <p>Power Maths 1A Unit 6 Number and Place Value to 20 Wks 3,4</p> <p>Power Maths 1B Unit 7 Number – addition and subtraction Addition within 20 Wks 5, 6</p>	<p>Power Maths 1B Unit 8 Number – addition and subtraction Subtraction within 20 Wks 1,2</p> <p>Power Maths 1B Unit 9 Number – number and place value Numbers to 50 Wks 3,4</p> <p>Power Maths 1B Unit 10 Measurement Introducing length and height</p>	<p>Power Maths 1B Unit 11 Measurement Introducing weight and Volume Wks 1,2</p> <p>Power Maths 1C Unit 12 Number – multiplication and division – Multiplication Wk 3</p> <p>Power Maths 1C Unit 13 Number – multiplication and division – division</p>	<p>Power Maths 1C Unit 15 Geometry – position and direction Wk 1</p> <p>Power Maths 1C Unit 16 Number and Place Value – numbers to 100 Wks 2,3</p> <p>Power Maths 1C Unit 17 Measurement – time Wk 4,5</p>

		Wks 5,6,7		Wks 5,6	Wk 4 Power Maths 1C Unit 14 Number – fractions Wks 5,6	Power Maths 1C Unit 17 Measurement – Money Wk 6, 7
Calculation	Number and Place Value 1NPV–1 Count within 100, forwards and backwards, starting with any number. Counting to 20 and beyond in this half term	Number Facts 1NF–1 Develop fluency in addition and subtraction facts within 10.	Number and Place Value 1NPV–2 Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =	Number and Place Value 1NPV–1 Count within 100, forwards and backwards, starting with any number. Counting to 50 and beyond in this half term	Number and Place Value 1NPV–1 Count within 100, forwards and backwards, starting with any number.	Number Facts 1NF–2 Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

<p>Science</p>	<p>Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Seasonal Changes – Autumn Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>	<p>Seasonal Changes – Winter Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>	<p>Seasonal Changes – Spring Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>	<p>Everyday Materials Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Animals including humans Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Animals including humans Sc1/2.2d 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>Seasonal Changes – Summer Sc1/4.1a observe changes across the 4 seasons</p> <p>Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>
-----------------------	--	--	--	--	--	--

<p>Art and design</p>	<p>Sketching – Trees/Woodlands</p> <p>1.2 To use drawing to develop and share their ideas, experiences and imagination</p> <p>1.3 To develop a wide range of art and design techniques in using pattern, texture, line, shape, form and space</p>	<p>Painting – Linked to the celebration on bonfire night / fireworks (1 week)</p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use painting to develop and share their ideas, experiences and imagination</p> <p>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>3D- Clay</p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use sculpture to develop and share their ideas, experiences and imagination</p> <p>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>Painting – animal fur/scales</p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Self Portraits – Link to artist (5 weeks)</p> <p>1.1 To use a range of materials creatively to design and make products</p> <p>1.2 To use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>1.4 About the work of a range of artists making links to their own work</p>
<p>Computing</p>	<p>Strand 1 Key Skills</p> <p>What is a Computer?</p> <p>Mouse & keyboard Skills: Logging on: Opening & Saving work! Organising files: Searching for investigation:</p>	<p>Strand 1 Communicating: Text and images</p> <p>1.1 How do I use the school computer independently?</p>	<p>Strand 2 Communicating: Multimedia</p> <p>2.1 How do I record sounds and pictures?</p>	<p>Strand 3 Understanding & Sharing Data</p> <p>3.1 How do I present data using pictures?</p>	<p>Strand 4 Programming A</p> <p>Algorithms – Sequencing and Sorting</p> <p>4.1 What is an algorithm?</p>	<p>Strand5 Programming B</p> <p>Algorithms – Sequencing and Sorting</p> <p>5.1 What is a program?</p>

<p>Design and technology</p>		<p>Mechanisms – sliders and levers (6 weeks)</p> <p><u>Design</u> 1.1 design purposeful, functional, appealing products for themselves and other users based on design criteria 1.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> 2.1 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><u>Evaluate</u> 3.1 explore and evaluate a range of existing products 3.2 evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge</u> 4.2 explore and use mechanisms [for example, levers, sliders,], in their products.</p>		<p>Structures/Textiles</p> <p><u>Design</u> 1.1 design purposeful, functional, appealing products for themselves and other users based on design criteria 1.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> 2.1 select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><u>Evaluate</u> 3.1 explore and evaluate a range of existing products 3.2 evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge</u> 4.1 build structures, exploring how they can be made stronger, stiffer and more stable</p>		<p>Food (2 weeks)</p> <p>1.1 use the basic principles of a healthy and varied diet to prepare dishes 1.2 understand where food comes from.</p>
-------------------------------------	--	--	--	--	--	--

<p>Geography</p>	<p>Geographical skills and fieldwork</p> <p>1.4b Use simple locational and directional language to describe the location of features and routes on a map</p> <p>1.4c devise a simple map; and use and construct basic symbols in a key</p> <p>1.4d 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>Locational and Place Knowledge</p> <p>1.1a To name and locate the world's 7 continents</p> <p>1.1b To name and locate all of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>1.2a Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Geographical skills and fieldwork</p> <p>1.4a Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>			
-------------------------	--	--	---	--	--	--

		Human and Physical Autumn 1.3a Identify seasonal and daily weather patterns in the United Kingdom	Human and Physical Winter 1.3a Identify seasonal and daily weather patterns in the United Kingdom	Human and Physical Spring 1.3a Identify seasonal and daily weather patterns in the United Kingdom	Human and Physical Summer 1.3a Identify seasonal and daily weather patterns in the United Kingdom	
History		The Gunpowder Plot story (1605) (2 weeks) 1.2 events beyond living memory that are significant nationally or globally		Explorers & Inventors Neil Armstrong 1969 –Moon Landing Helen Sharman (from Sheffield)- Soyuz 1981 Mae Jemison 1992 - Endeavor space shuttle mission specialist 1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 1.3 significant historical events, people and places in their own locality.		Toys 1.1 changes within living memory.
PE Indoor	Key Skills PE2/1.1a (including athletics and personal challenges) Use running, jumping , throwing and catching in isolation and in combination	Key Skills PE2/1.1a (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination PE2/1.1b	Dance Perform dances using a range of movement patterns (dragon dancing – linking to Chinese New Year)	Key Skills PE2/1.1a (including athletics and personal challenges) Use running, jumping, throwing and catching in isolation and in combination	Sport and Games PE1/1.1b Invasion Games Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Key Skills PE2/1.1a Evaluating Performance Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities	Games Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending		To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities		
PE Outdoor	Key Skills PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (key physical skills)	Sport and Games PE1/1.1b participate in team games, developing simple tactics for attacking and defending(football)	Key Skills PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b participate in team games, developing simple tactics for attacking and defending (variety of team games and races)	Sport and Games PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b participate in team games, developing simple tactics for attacking and defending (basic tennis)	Sport and Games PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b participate in team games, developing simple tactics for attacking and defending (hockey skills)	Key Skills Sport and Games PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b participate in team games, developing simple tactics for attacking and defending (variety of events linked to sports day)
RE	C. Stories of Jesus: (A2) Jesus feeds the 5000 (1 week) A. Celebrations and festivals: Who celebrates what and why?	B. Myself How do we show we care for others? Why does it matter? (C2) People come from different religions. How can we tell? How can we live together? (1 week)	B. Myself How do we show we care for others? Why does it matter? (A3)Moral Stories The Crying Camel The Lost Sheep Humanist / Jewish moral story TBC (5 weeks)	A. Celebrations and festivals: (B1) Christian Lent (2 weeks) (B1) Islam – Ramadan (3 weeks) C. Stories of Jesus (A2) The Easter Story (1 week)	A. Celebrations and festivals: (A1) Islam – Eid Al-Fitr (5 weeks)	A. Celebrations and festivals: (A1)Islam – Eid Al Adha (3 weeks) B. Myself (C3) Ask questions and write simple sentences about... Who am I? Where do I belong? (B2) (4 weeks)

	<p>Christians and Muslims</p> <p>(B1) Christian Festival focus – Harvest (3 weeks)</p> <p>(B1) Muslim act of kindness -Zakat (3 weeks)</p>	<p>(A3) Religious artefacts (A. Celebrations and Festivals) (1 week)</p> <p>(C1) Videos about children’s views on God and prayers (1 week)</p> <p>A. Celebrations and festivals:</p> <p>Who celebrates what and why?</p> <p>Christian Festival celebration of Christmas</p> <p>C. Stories of Jesus – (A2) The Nativity Story (4 weeks)</p>				
RSHE	<p>Community Living in the wider world</p> <p>Online Safety (1 week)</p> <p>Friends</p> <p>Keeping friendships healthy</p> <p>Fr1 - Who is my friend? (3 weeks)</p> <p>Fr2) What makes a good friend? (3 weeks)</p>	<p>Community Living in the wider world</p> <p>Online Safety (1 week)</p> <p>Friends</p> <p>Keeping friendships healthy</p> <p>Fr3) Should friends tell us what to do? (3 weeks)</p> <p>Anti-Bullying Week (1 week)</p> <p>Fr4) How do we stop bullying? (2 weeks)</p>	<p>Community Living in the wider world</p> <p>Online Safety (1 week)</p> <p>Our Communities</p> <p>C1) How do we make a happy school? (2 weeks)</p> <p>Safer Internet Day (1 week)</p> <p>C2) Who lives in my neighbourhood? (2 weeks)</p>	<p>Community Living in the wider world</p> <p>Online Safety (1 week)</p> <p>Mental Wellbeing</p> <p>Understand my feelings</p> <p>M1) Where do feelings come from? (2 weeks)</p> <p>M2) Who am I? (2 weeks)</p>	<p>Community Living in the wider world</p> <p>Online Safety (1 week)</p> <p>Mental Wellbeing</p> <p>Understand my feelings</p> <p>M3) What helps me to be happy? (2 weeks)</p>	<p>Community Living in the wider world</p> <p>Online Safety (1 week)</p> <p>Mental Wellbeing</p> <p>Understand my feelings</p> <p>Transition to Y2 Activities</p>

Music	<p>Ourselves</p> <p>Musical focus: Exploring sounds</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils learn to use their voices • Pupils learn to sing • Pupils explore pitch, dynamics, and structure • Pupils create music on their own and with others 	<p>Animals</p> <p>Musical focus: Pitch</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music across a range of traditions • Pupils explore pitch • Pupils learn to use their voices • Pupils create music with others 	<p>Machines</p> <p>Musical focus: Beat</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils explore tempo, duration, and structure • Pupils learn to play a musical instrument • Pupils listen to, review, and evaluate music, including the works of the great composers 	<p>Our school</p> <p>Musical focus: Exploring sounds</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils learn to play a musical instrument • Pupils explore dynamics, timbre, and structure • Pupils learn to sing • Pupils create music with others 	<p>Story time</p> <p>Musical focus: Exploring sounds</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils explore structure, timbre, tempo, dynamics, and appropriate forms of notation • Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils learn to sing and play a musical instrument 	<p>Travel</p> <p>Musical focus: Performance</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils learn to sing and play a musical instrument • Pupils explore structure, tempo, and dynamics • Pupils create music with others • Pupils use their voices expressively by performing a chant
	<p>Number</p> <p>Musical focus: Beat</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils explore tempo, structure, and appropriate forms of notation • Pupils learn to sing and play a musical instrument • Pupils create music on their own and with others 	<p>Weather</p> <p>Musical focus: Exploring sounds</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils listen to, review, and evaluate music, including the works of the great composers • Pupils learn to sing and play a musical instrument • Pupils create music on their own and with others • Pupils explore structure, timbre, and dynamics 	<p>Seasons</p> <p>Musical focus: Pitch</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils explore pitch and tempo • Pupils learn to sing • Pupils listen to, review, and evaluate music from a range of genres • Pupils create music with others 	<p>Pattern</p> <p>Musical focus: Beat</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils understand and explore how music is created • Pupils explore tempo and appropriate forms of notation • Pupils learn to sing and play a musical instrument • Pupils create music with others 	<p>Our bodies</p> <p>Musical focus: Beat</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils explore timbre, structure, and tempo • Pupils learn to play a musical instrument • Pupils understand and explore how music is created • Pupils listen to music from different traditions • Pupils play untuned instruments musically 	<p>Water</p> <p>Musical focus: Pitch</p> <p>Key national curriculum areas covered:</p> <ul style="list-style-type: none"> • Pupils play tuned and untuned instruments musically • Pupils learn to sing • Pupils explore pitch, structure, and dynamics • Pupils listen to, review, and evaluate music, including the works of the great composers

	Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes Mu1/1.2 play tuned and untuned instruments musically Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music					
Half Term Themes						
	Into the Woods	Dragons	Space	Animals		