

YEAR OVERVIEW 2021-22 for YEAR 1

Subject	HT1 (8 weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (6 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
Literacy	<p>Traditional Tales Hansel and Gretel 3 Little Pigs</p> <p>Non-Fiction Woodland text</p> <p>Speaking and listening listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary participate in discussions, presentations and role play</p> <p>Reading RC1-13 WR1-4, 8, 9</p> <p>WR 5 read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>WR 7 read words with contractions [for example, I'm, I'll, we'll], and understand</p>	<p>Traditional Tales 3 Billy Goats Gruff The Gingerbread Man</p> <p>Non-Fiction Gunpowder plot Guy Fawkes</p> <p>Speaking and listening listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary participate in discussions, presentations and role play</p> <p>Reading RC1-13 WR1-4, 8, 9</p> <p>WR5 read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>WR7 read words with contractions [for example, I'm, I'll, we'll], and understand</p>	<p>Narrative The Egg My Little Pet Dragon</p> <p>Non-Fiction Chinese New Year Book about China</p> <p>Speaking and listening listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary participate in discussions, presentations and role play</p> <p>Reading RC1-13 WR1-4, 8, 9</p> <p>WR 6 read other words of more than one syllable that contain taught GPCs</p>	<p>Narrative Beegu Man on the Moon</p> <p>Non-Fiction Neil Armstrong Moon text</p> <p>Speaking and listening listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary participate in discussions, presentations and role play</p> <p>Reading RC1-13 WR1-4, 8, 9</p> <p>WR 6 read other words of more than one syllable that contain taught GPCs</p>	<p>Narrative Dear Zoo Handa's Surprise</p> <p>Non-Fiction Animal texts Usbourne first encyclopedia of animals</p> <p>Speaking and listening listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary participate in discussions, presentations and role play</p> <p>Reading RC1-13 WR1-4, 8, 9</p> <p>WR5 read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p>	<p>Narrative Grace's Family Avocado Baby</p> <p>Non-Fiction Senses texts</p> <p>Speaking and listening listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary participate in discussions, presentations and role play</p> <p>Reading RC1-13 WR1-4, 8, 9</p> <p>WR7 read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>

	<p>that the apostrophe represents the omitted letter(s)</p> <p>Writing S1-S6 T1-T4 T5 use a capital letter for people's names</p> <p>Spelling – See spelling grid HT1</p> <p>Handwriting 1-5</p>	<p>that the apostrophe represents the omitted letter(s)</p> <p>Writing S1-S6 T1-T4 T6 plurals 's'</p> <p>Spelling See spelling grid HT2</p> <p>Handwriting 1-5</p>	<p>Writing S1-S6 T1-T4 T5 use a capital letter for people's names, places</p> <p>Spelling See spelling grid HT3</p> <p>Handwriting 1-5</p>	<p>Writing S1-S6 T1-T4 T6 'ed', 'ing'</p> <p>Spelling See spelling grid HT4</p> <p>Handwriting 1-5</p>	<p>Writing S1-S6 T1-T4 T6 plurals 'es'</p> <p>Spelling See spelling grid HT5</p> <p>Handwriting 1-5</p>	<p>Writing S1-S6 T1-T4 T5 use a capital letter for l T6 prefix 'un'</p> <p>Spelling See spelling grid HT6</p> <p>Handwriting 1-5</p>
<p>Numeracy <i>(inc number fluency grid)</i></p>	<p>Revision of F2 KIRFs/Maths assessment 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 7,8,</p> <p><i>Timings may vary depending on children's understanding</i></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 Wks 5,6,7</p> <p><i>Timings may vary depending on children's understanding</i></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><i>Timings may vary depending on children's understanding</i></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 Wks 5,6</p> <p><i>(Timings may vary depending on children's understanding – allowing extra 4</i></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 Wk 4</p> <p>Power Maths 1C Unit 14 Number – fractions Wks 5,6</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> <p>Power Maths 1C Unit 17 Measurement – Money Wk 6, 7</p>

				days for further consolidation	Timings may vary depending on children's understanding	Timings may vary depending on children's understanding
Science	<p>Living things and their habitats – 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</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</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</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>

	associated with the seasons and how day length varies.	length varies.	length varies.			
Art	<p>Sketching – Trees/Woodlands 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 – bonfire/fireworks 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 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 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 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>
DT	<p>Mechanisms – sliders and levers <u>Design</u> 1.1 design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>1.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p>			<p>Structures/Textiles <u>Design</u> 1.1 design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>1.2 generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</p>		<p>Food 1.1 use the basic principles of a healthy and varied diet to prepare dishes 1.2 understand where food comes from.</p>

	<p>and, where appropriate, information and communication technology</p> <p><u>Make</u></p> <p>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></p> <p>3.1 explore and evaluate a range of existing products</p> <p>3.2 evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge</u></p> <p>4.2 explore and use mechanisms [for example, levers, sliders,], in their products.</p>			<p>and, where appropriate, information and communication technology</p> <p><u>Make</u></p> <p>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></p> <p>3.1 explore and evaluate a range of existing products</p> <p>3.2 evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge</u></p> <p>4.1 build structures, exploring how they can be made stronger, stiffer and more stable</p>		
<p>PE (Indoor)</p>	<p>PE2/1.1a Key Skills (including athletics and personal challenges)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>To master as well as develop balance, agility and co-ordination, and begin to apply these in a</p>	<p>PE2/1.1a Key Skills (including athletics and personal challenges)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b Games</p> <p>Play competitive games, modified where appropriate, and apply basic</p>	<p>PE2/1.1d Dance</p> <p>Perform dances using a range of movement patterns</p> <p>(dragon dancing – linking to Chinese New Year)</p>	<p>PE2/1.1a Key Skills (including athletics and personal challenges)</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>PE2/1.1b Games</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>PE2/1.1f Evaluating Performance</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

	range of activities	principles suitable for attacking and defending				
PE (Outdoor)	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(football)	<p>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</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (variety of relay races)</p>	<p>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</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (basic tennis)</p>	<p>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</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (hockey skills)</p>	<p>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</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending (variety of relay races)</p>

<p>Geog</p>	<p>Geographical skills and fieldwork 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>Human and Physical Autumn 1.3a Identify seasonal and daily weather patterns</p>	<p>Human and Physical Winter 1.3a Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Locational and Place Knowledge 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 Geographical skills and fieldwork</p> <p>Geographical skills and fieldwork 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> <p>Human and Physical Spring</p>			<p>Human and Physical Summer 1.3a Identify seasonal and daily weather patterns in the United Kingdom</p>
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in the United Kingdom

1.3a
Identify seasonal and
daily weather patterns
in the United Kingdom

<p>History</p>		<p>The Gunpowder Plot story (1605) 1.2 events beyond living memory that are significant nationally or globally</p>		<p>Explorers & Inventors Neil Armstrong 1969 –Moon Landing Helen Sharman(from Sheffield)- Soyuz 1981 Mae Jemison 1992 - Endeavor space shuttle mission specialist</p> <p>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.</p>		<p>Toys 1.1 changes within living memory.</p>
<p>Computing</p>	<p>Strand 1 Key Skills</p> <p>What is a Computer? 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>5.1What is a program?</p>

<p>RSHE</p>	<p>Friends Keeping friendships healthy</p> <p>Fr1 - Who is my friend? Fr2) What makes a good friend?</p> <p>Fr3) Should friends tell us what to do?</p> <p>Fr4) How do we stop bullying?</p>	<p>Friends Keeping friendships healthy</p> <p>Fr1 - Who is my friend? Fr2) What makes a good friend?</p> <p>Fr3) Should friends tell us what to do?</p> <p>Fr4) How do we stop bullying?</p>	<p>Community Living in the wider world</p> <p>C1) How do we make a happy school? C2) Who lives in my neighbourhood?</p> <p>C3) What makes a boy or a girl?</p>	<p>Community Living in the wider world</p> <p>C1) How do we make a happy school? C2) Who lives in my neighbourhood?</p> <p>C3) What makes a boy or a girl?</p>	<p>Mental Wellbeing Understand my feelings</p> <p>M1) Where do feelings come from? M2) Who am I? M3) What helps me to be happy?</p>	<p>Mental Wellbeing Understand my feelings</p> <p>M1) Where do feelings come from? M2) Who am I? M3) What helps me to be happy?</p>
<p>RE</p>	<p>Know about and understand religions and world views</p> <p><i>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</i></p> <p><i>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</i></p> <p><i>A3. Recognise some</i></p>	<p>Know about and understand religions and world views</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p> <p>A3. Recognise some</p>	<p>Express ideas and insights into religions and world views</p> <p>B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> <p>B3. Notice and respond sensitively to some similarities between different religions and world views.</p>	<p>Express ideas and insights into religions and world views</p> <p>B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p> <p>B3. Notice and respond sensitively to some similarities between different religions and world views.</p>	<p>Gain and deploy the skills for learning from religions and world views</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different;</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>Gain and deploy the skills for learning from religions and world views</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different;</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

	<i>different symbols and actions which express a community's way of life, appreciating some similarities between communities;</i>	different symbols and actions which express a community's way of life, appreciating some similarities between communities;				
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