

## YEAR 1 OVERVIEW 2018/19

<i>Subject Area</i>	<b>HT1 (8 weeks) <i>Animals</i></b>	<b>HT2 (7 weeks) <i>Traditional Tales</i></b>	<b>HT3 (6 weeks) <i>Space</i></b>	<b>HT4 (5 weeks) <i>Rio De Vida</i></b>	<b>HT5 (6 weeks) <i>Pirates and Mermaids</i></b>	<b>HT6 (7 weeks) <i>World of Fantasy</i></b>
	<b>Proposed Trips</b>					
	<i>n/a</i>	<i>*Library Visit (Literacy)</i>	<i>*Visitor with a planetarium (Science, Maths, History, Geography focus)</i>	<i>*Visitor Louder than Life – (Literacy, Music &amp; Geography focus)</i>	<i>*Emersion Day (Science, Literacy, Art/D&amp;T focus)</i>	<i>*Trip to Highfield Adventure (Literacy)</i>
	<b>Proposed Key Texts</b>					
	<ul style="list-style-type: none"> <li><i>* Handa's Surprise</i></li> <li><i>* Farmer Duck</i></li> </ul>	<ul style="list-style-type: none"> <li><i>* Enormous Turnip</i></li> <li><i>* Gingerbread Man</i></li> <li><i>* Billy Goat's Gruff</i></li> </ul>	<ul style="list-style-type: none"> <li><i>* Non-fiction texts e.g. labels, letters</i></li> <li><i>* Way Back Home</i></li> <li><i>* Poems</i></li> </ul>	<ul style="list-style-type: none"> <li><i>* Non-Fiction text e.g. letters</i></li> <li><i>* The Great Kapok Tree</i></li> </ul>	<ul style="list-style-type: none"> <li><i>* Mungo &amp; the picture book pirates</i></li> <li><i>* Non-fiction texts e.g. wanted posters, leaflet</i></li> <li><i>101 pirate attributes</i></li> </ul>	<ul style="list-style-type: none"> <li><i>* Small Knight and George</i></li> <li><i>* The Little Witch</i></li> <li><i>* Non-Fiction books – instructions</i></li> </ul>
<b>Literacy</b>	<p><u>Word Reading</u> –</p> <ul style="list-style-type: none"> <li>- Apply phonic knowledge and skills as the route to decode words.</li> <li>- Read common exception words.</li> <li>- Re-read books to build up fluency and confidence in word reading.</li> <li>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> </ul> <p><u>Comprehension</u> –</p> <ul style="list-style-type: none"> <li>- Being encouraged to link what they read or hear read to their own experiences.</li> <li>- Recognising and joining in with predictable phrases.</li> <li>- Participate in discussion about what is read to them, taking turns and listening to what others</li> </ul>	<p><u>Word Reading</u> –</p> <ul style="list-style-type: none"> <li>- Apply phonic knowledge and skills as the route to decode words.</li> <li>- Read common exception words.</li> <li>- Re-read books to build up fluency and confidence in word reading.</li> <li>- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> </ul> <p><u>Comprehension</u> –</p> <ul style="list-style-type: none"> <li>- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul>	<p><u>Word Reading</u> –</p> <ul style="list-style-type: none"> <li>- Apply phonic knowledge and skills as the route to decode words.</li> <li>- Read other words of more than one syllable that contains taught GPCs.</li> <li>- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>- Read common exception words.</li> </ul> <p><u>Comprehension</u> –</p> <ul style="list-style-type: none"> <li>- Learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>- Drawing on what they already know or on background information and vocabulary provided</li> </ul>	<p><u>Word Reading</u> –</p> <ul style="list-style-type: none"> <li>- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>- Read words containing taught GPCs and –s, –es, –ing.</li> </ul>	<p><u>Word Reading</u> –</p> <ul style="list-style-type: none"> <li>- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>- Read words with contractions [for example, <i>I'm, I'll, we'll</i>], and understand that the apostrophe represents the omitted letter(s).</li> <li>- Read other words of more than one syllable that contain taught GPCs.</li> <li>- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>- Apply phonic knowledge and skills as</li> </ul>	<p><u>Word Reading</u> –</p> <ul style="list-style-type: none"> <li>- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>- Read words with contractions [for example, <i>I'm, I'll, we'll</i>], and understand that the apostrophe represents the omitted letter(s).</li> <li>- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>- Read aloud accurately books that are consistent with their developing</li> </ul>

	<p>say.</p> <ul style="list-style-type: none"> <li>- Explain clearly their understanding of what is read to them.</li> </ul> <p><u>Handwriting</u> –</p> <ul style="list-style-type: none"> <li>- Letter family 1 – Down and off in another direction.</li> </ul> <p><u>SPAG</u> –</p> <ul style="list-style-type: none"> <li>- How words can combine to make sentences</li> <li>- Capital letters, full stops and finger spaces.</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>- Discussing the significance of the title and events.</li> </ul> <p><u>Handwriting</u> –</p> <ul style="list-style-type: none"> <li>- Letter family 2 – Down and retrace upwards.</li> </ul> <p><u>SPAG</u> –</p> <ul style="list-style-type: none"> <li>- Joining words and joining clauses</li> </ul>	<p>by the teacher.</p> <ul style="list-style-type: none"> <li>- Checking that the text makes sense to them as they read correcting inaccurate reading.</li> </ul> <p><u>Handwriting</u> –</p> <ul style="list-style-type: none"> <li>- Letter family 3 – Anticlockwise round.</li> </ul> <p><u>SPAG</u> –</p> <ul style="list-style-type: none"> <li>- Singular and plurals.</li> </ul>	<p><u>Comprehension</u> –</p> <ul style="list-style-type: none"> <li>- Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>- Discussing word meanings, linking new meanings to those already known.</li> </ul> <p><u>Handwriting</u> –</p> <ul style="list-style-type: none"> <li>- Letter family 4 – Zig-zag letters.</li> </ul> <p><u>SPAG</u> –</p> <ul style="list-style-type: none"> <li>- Introduction to question marks and exclamation marks to demarcate sentences</li> <li>- Introduction to adjectives</li> </ul>	<p>the route to decode words.</p> <p><u>Comprehension</u> –</p> <ul style="list-style-type: none"> <li>- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>- Making inferences on the basis of what is being said and done.</li> <li>- Predicting what might happen on the basis of what has been read so far.</li> </ul> <p><u>Handwriting</u> –</p> <ul style="list-style-type: none"> <li>- Recap Letter family 1 &amp; 2.</li> </ul> <p><u>SPAG</u> –</p> <ul style="list-style-type: none"> <li>- Sequencing sentences to form short narratives</li> <li>- Suffixes –ing, -ed, -er etc.</li> </ul>	<p>phonic knowledge and that do not require them to use other strategies to work out words.</p> <p><u>Comprehension</u> –</p> <ul style="list-style-type: none"> <li>- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>- Making inferences on the basis of what is being said and done.</li> <li>- Predicting what might happen on the basis of what has been read so far.</li> </ul> <p><u>Handwriting</u> –</p> <ul style="list-style-type: none"> <li>- Recap Letter family 3 &amp; 4.</li> </ul> <p><u>SPAG</u> –</p> <ul style="list-style-type: none"> <li>- Prefix –un.</li> </ul>
<p><b>Maths</b></p>	<p><u>Autumn Block 1 – Place Value within 10 – weeks 1-4</u></p> <p>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 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</p>	<p><u>Block 3 – Geometry – week 1-2</u></p> <p>Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</p> <p>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</p>	<p><u>Spring Block 1 – Addition and Subtraction weeks 1-4</u></p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and</p>	<p><u>Block 3 – Length and Height weeks 1-2</u></p> <p>Measurement: Length and Height Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</p>	<p><u>Summer Block 1 – Multiplication and Division week 1-3</u></p> <p>Count in multiples of twos, fives and tens.</p> <p>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><u>Block 2 – Fractions weeks 4-5</u></p> <p>Recognise, find and</p>	<p><u>Block 4 – Place Value within 100 weeks 1-2</u></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number</p>

	<p>representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p><b><u>Block 2 – Addition and Subtraction – weeks 5-8</u></b></p> <p>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><b><u>Block 4 – Place Value within 20 – week 3-5</u></b></p> <p>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. 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><b><u>Assessment/consolidation - week 6/7</u></b></p>	<p>subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></p> <p><b><u>Block 2 - -Place Value to 50 Weeks 5-6</u></b></p> <p>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 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. Count in multiples of twos, fives and tens.</p>	<p><b><u>Block 4 – Weight and Volume weeks 3-4</u></b></p> <p>Measurement: Weight and Volume 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><u>Assessment/consolidation - week 5</u></b></p>	<p>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. 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><b><u>Block 3 – Position and direction week 6 (links to PE/Geography)</u></b></p> <p>Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>line, and use the language of: equal to, more than, less than, most, least.</p> <p><b><u>Block 5 – money week 3</u></b></p> <p>Recognise and know the value of different denominations of coins and notes. <b><u>Block 6 – Time week 4-5</u></b></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] (link to PE/Science) Measure and begin to</p>
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						record time (hours, minutes, seconds) <u>Assessment/consolidation - week 6</u>
<b>Science</b>	<u>Animals</u> - Identify and name a variety of common animals. <u>Animals</u> - Describe and compare the structure of a variety of common animals.	<u>Seasonal Changes</u> - Observe and describe weather associated with the seasons and how day length varies.	<u>Everyday Materials</u> - Distinguish between an object and the material from which it's made. <u>Everyday Materials</u> - Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.	<u>Everyday Materials</u> - Describe physical properties of everyday materials, including wood, glass, metal, water and rock <u>Seasonal Changes</u> - Observe and describe weather associated with the seasons and how day length varies.	<u>Plants</u> - Identify and describe the basic structure of a variety of common flowering plants including trees. <u>Plants</u> - Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.	<u>Humans</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.
<b>Geography</b>	<u>Human &amp; Physical</u> - Identify seasonal and daily weather patterns in the UK.	No Geography in Half-Term 2	<u>Geography 2 weeks</u> <u>Use basic geographical vocabulary for physical features</u> – soil, vegetation, seasons and weather. <u>Use basic geographical vocabulary for human features</u> - city, town, village, factory, farm, house, office and shop. <u>Human &amp; Physical</u> - Use simple fieldwork and observational skills to study the local area in regards to the human and physical features of its surrounding environment.	<u>Place Knowledge</u> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country.	<u>Geography 2 weeks</u> <u>Human &amp; Physical</u> - Use simple compass direction (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.	No Geography in Half-Term 6
<b>History</b>	No History in Half-Term 1	<u>Beyond Living Memory</u> - Events beyond living memory that are significant national or globally e.g. Bonfire Night.	<u>History 4 weeks</u> - <u>Beyond Living Memory</u> - Events beyond living memory that are significant national or globally e.g. Neil Armstrong.	No History in Half-Term 4	<u>History 4 weeks</u> - <u>Within/Beyond Living Memory</u> - Changes within living memory, where appropriate these should be used to reveal	<u>Beyond Living Memory</u> - Events beyond living memory that are significant national or globally e.g. Modern Royal Family

					aspects of change in national life e.g. modern and old pirates.	
<b>Art</b>	<u>Art - 4 weeks</u> <b><u>Printing &amp; Painting</u></b> – Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space e.g. printing animal patterns.	<u>Art – 1 week</u> <b><u>Drawing, Painting &amp; Sculpture (Textiles/Collages)</u></b> - Use drawing, painting and sculpture to develop and share ideas, experiences and imagination e.g. Festival traditional patterns (Rangoli patterns, Diva lamps).	<u>Art – 1 week</u> <b><u>Painting</u></b> Use painting to develop and share their ideas and imagination (painting rockets)	<b><u>3D Form &amp; Sculpture</u></b> – Use drawing, painting and sculpture to develop and share ideas, experiences and imagination e.g. carnival headbands	<b><u>Drawing, Painting &amp; Sculpture (Textiles/Collages)</u></b> - Use a range of materials creatively to design and make products e.g. Pirate flags	<b><u>Painting</u></b> - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space e.g. Designing castles, printing castles etc.
<b>D&amp;T</b>	<u>DT - 4 weeks</u> <b><u>Cooking &amp; Nutrition</u></b> - Use the basic principles of a healthy and varied diet to prepare dishes e.g. Making a sandwich. <b><u>Cooking &amp; Nutrition</u></b> - Understand where food comes from.	<u>DT – 6 weeks</u> <b><u>Design</u></b> - Design purposeful, functional, appealing products for themselves and other uses based on design criteria. <b><u>Make</u></b> - Select from and use a range of tools and equipment to perform practical tasks, The Gingerbread Man. <b><u>Evaluate</u></b> - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria.	<b><u>Design</u></b> - Design purposeful, functional, appealing products for themselves and other uses based on design criteria. <b><u>Make</u></b> - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <b><u>Tech Knowledge</u></b> - Build structures, exploring how they can be made stiffer and stronger e.g. clay space rockets	No DT in Half-Term 4	<b><u>Cooking &amp; Nutrition</u></b> - Use the basic principles of a healthy and varied diet to prepare dishes e.g. healthy plate for the pirates to prevent scurvy	<b><u>Tech Knowledge</u></b> - Build structures, exploring how they can be made stiffer and stronger e.g. Make a 3D castle. <b><u>Evaluate</u></b> - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria.
<b>Music</b>	<b><u>Sing</u></b> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<b><u>Play</u></b> - Play tunes and unturned instruments musically.	<b><u>Play</u></b> - Play tunes and unturned instruments musically.	<b><u>Listen</u></b> - Listen with concentration and understanding to a range of high-quality live and recorded music.	<b><u>Compose</u></b> - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<b><u>Compose</u></b> - Experiment with, create, select and combine sounds using the inter-related dimensions of music.

<b>SEAL British Values/ SMSC</b>	<b>New Beginnings <i>E-Safety</i></b> - Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely e.g. new school year, responsibility for own learning.	<b>Getting On &amp; Falling Out Anti-Bullying <i>Financial capability</i></b> - Distinguish right from wrong and to respect the civil and criminal law of England e.g. bullying.	<b>Going For Goals</b> - Develop their self-knowledge, self-esteem and self-confidence e.g. setting targets.	<b>Good To Be Me <i>E-Safety Drugs</i></b> - Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.	<b>Relationships</b> - Encourage respect for other people. - Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.	<b>Changes <i>SRE</i></b> - Acquire a broad general knowledge of and respect for public institutions and services in England. - Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England e.g. wider community and rules as you grow up.
<b>RE</b>	<u><i>Myself</i></u> – To be aware of how we show we care for others.	<u><i>Stories of Jesus</i></u> – To think about what we can learn from them about praying and helping people. Retell the Nativity <u><i>Celebrations and festivals</i></u> – To learn about who celebrates what and why e.g. Christmas, Diwali	<u><i>Celebrations and festivals</i></u> – To learn about who celebrates what and why e.g. Chinese New Year	<u><i>Stories of Jesus</i></u> – To think about what we can learn from them about praying and helping people Retell the Good Samaritan	<u><i>Celebrations and festivals</i></u> – To learn about who celebrates what and why e.g. Ramadan/Eid	Individual Liberty – respond with ideas to examples of cooperation between people who are different – apple investigation (different coloured apples)
<b>PE</b>	<u><i>Key Skills</i></u> - Basic movements including running, jumping, as well as developing balance and beginning to apply these in a range of activities.	<u><i>Team Games</i></u> - Participate in team games, developing simple tactics for attacking and defending.	<u><i>Gymnastics</i></u> - Use apparatus to develop balancing, developing gross motor control and coordinating movements.	<u><i>Key Skills</i></u> - Basic movements including running, jumping, as well as developing balance and beginning to apply these in a range of activities. <u><i>Team Games</i></u> - Participate in team games, developing simple tactics for attacking and defending.	<u><i>Dance</i></u> - Perform dances using simple movement patterns.	<u><i>Gymnastics</i></u> - Use apparatus to develop balancing, developing gross motor control and coordinating movements.
<b>ICT</b>	Unit 0.1	Unit 1.1	Unit 2.1	Unit 3.1	4.1	5.1

	<p>To use a range of digital devices and understand that can access content on a digital device. They use a mouse, touchscreen or appropriate access device to target and select options on screen.</p> <p>Logging on and off</p>	<p>To use technology to explore and access digital content. They create simple digital content, e.g. add basic text to a document that is already open. Pupils choose media to convey information from a selection – paintings, pictures of traditional characters. Pupils are aware that information can be public or private.</p>	<p>To use technology to explore and access digital content. They operate a digital device with support to fulfil a task e.g. taking a photograph, creating simple digital content. Pupils choose photos and sounds from a limited selection to convey information. They are aware that information can be public or private, and that some online content is inappropriate</p>	<p>Pupils sort familiar objects into one or more categories. They collect simple data (e.g. simple data using images) and understand that information can be public or private.*</p>	<p>To understand that algorithms are made up of instructions and that the order of these instructions is important. We use algorithms to program and control computers.</p>	<p>To understand that we can control computers. They can follow simple instructions to control a digital device, and recognise the success or failure of an action – beebots</p>
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