




Year 1 Overview 2021/22

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Geography | The United Kingdom KLP: <ul style="list-style-type: none">To read and identify map symbols.To identify the countries in the United Kingdom.To explore their local environment.To understand how places are linked by road and transport. | | | Weather and Climate/Extreme Weather KLP: <ul style="list-style-type: none">Define the word 'weather' and 'climate'To label common weather symbols.To record the weather.To describe the physical features of polar and desert climates. | | |
| History | | The Great Fire of London KLP: <ul style="list-style-type: none">To describe how the fire started.To name a famous eye witness.To identify which country London is the capital city of. To recognise what factors played a role in the fire spreading. | Grace Darling KLP: <ul style="list-style-type: none">To learn who Grace Darling is.To label a timeline of events from Grace Darling's life.To list some of the things that happened to Grace Darling's life after the rescue.To describe the weather conditions in the North Sea at the time of the rescue. | | The Titanic KLP: <ul style="list-style-type: none">To name the captain of the Titanic.To list some of the facts about the Titanic.To recall key facts about the Titanic.To order the events of the Titanic.To compare lives in past and present.To understand social differences. | Neil Armstrong KLP: <ul style="list-style-type: none">To learn about the life of a significant person from the past.To explain an event from the past.To use language relating to time.To list the events in Armstrong's life and put them on a timeline.To recall significant facts about a past event.To name sources that you could use to find out more information about Neil Armstrong. |
| Science | Materials KLP: <ul style="list-style-type: none">To name a variety of materials.To distinguish an object from the material from which it is made.To identify natural and man-made materials.To conduct a simple experiment.To compare and group materials based on their properties. | Seasonal Changes (Summer – Autumn) KLP: <ul style="list-style-type: none">To name the four seasons.To understand changes in the local environment.To understand the features of the four seasons.To understand weather changes depending on seasons. | Seasonal Changes (Winter – Spring) KLP: <ul style="list-style-type: none">To name sources of light.To understand how shadows are formed.Identify nocturnal and diurnal animals.To observe changes across the four seasons.To observe and describe weather associated with the seasons and how day length varies. | Crest Stars Experiment KLP: <ul style="list-style-type: none">To conduct a simple experiment.To make a prediction.To record our results.To observe changes. | Animals (including Humans) KLP: <ul style="list-style-type: none">To label the features of an animal.To sort animals into classifications.To identify omnivores, herbivores and carnivores.To understand how to look after pets.To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.To identify and label the basic parts of the human body and say which part of the body is associated with each sense. | Plants KLP: <ul style="list-style-type: none">Distinguish between coniferous and deciduous trees.To identify different types of trees in our local environment.To label the features of a plant.To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.To identify and describe the basic structure of a variety of common flowering plants, including trees. |

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| <p>R.E.</p> | <p>What is important to you? KLP:</p> <ul style="list-style-type: none"> • What and who is important to you. • What is important to a Muslim-design a prayer mat. • What is important to a Christian-rules to make the world a better place. | <p>Why do Christians celebrate Christmas? KLP:</p> <ul style="list-style-type: none"> • Why Christians celebrate Christmas. • To learn the Nativity story. • Design and make a Christmas decoration. | <p>How do religions welcome new members? KLP:</p> <ul style="list-style-type: none"> • Recognise I am part of a community. • Visit Christ Church-Baptism ceremony. | <p>What do Christians and Jews believe about creation? KLP:</p> <ul style="list-style-type: none"> • Retell the creation story from the Bible. • Understand how to look after the world. • Know the Easter story | | | |
| <p>PSHE (including RSHE)</p> | <p>Respecting ourselves and others KLP:</p> <ul style="list-style-type: none"> • Caring friendships. • Understanding how behaviour affects others. • Being polite and respectful. • Recognising similarities and differences between one another. <p>Growing and Changing KLP:</p> <ul style="list-style-type: none"> • Recognising what makes them unique and special. • Learning how to become more independent in caring for themselves in many ways. • Understanding different kinds of feelings. • Learning how to manage when things go wrong. <p>Family and Friendships KLP:</p> <ul style="list-style-type: none"> • Recognising the importance of families and the roles of different people. Recognise different families. • Understanding how it means to feel cared for. | | <p>Safe relationships KLP:</p> <ul style="list-style-type: none"> • Recognising privacy. • Staying safe. • Seeking permission. <p>Identity, society, equality and belonging KLP:</p> <ul style="list-style-type: none"> • Understanding what rules are. • Learning how to care for others' needs. • Learning to look after the environment. <p>Money and Work KLP:</p> <ul style="list-style-type: none"> • Understanding the role of money. • Knowing about different jobs in society. | | <p>Physical health and Mental wellbeing KLP:</p> <ul style="list-style-type: none"> • Recognising the characteristics and mental and physical benefits of an active lifestyle. • Learning to keep healthy: food and exercise; hygiene routines and sun safety. <p>Keeping Safe <i>(This should also be addressed throughout the year and linked in with Forest Schools)</i> KLP:</p> <ul style="list-style-type: none"> • Understanding how rules and age restrictions help us. • Learning how to keep safe online. | | |
| | <p>Media literacy and Digital resilience: Using the internet and digital devices; communicating online.</p> | | | | | | |
| <p>Art & Design</p> | <p>At the Seaside Artist Spotlight: Claude Monet Media Focus: Painting KLP:</p> <ul style="list-style-type: none"> • Learn about famous artists who used the seaside as inspiration for their artwork. • Understand about the period of impressionism. • Learn the colours that could be used to show warm/cold/sun/sea. • Use appropriate brushstrokes to paint the sea. | | <p>Scenes of the Sea Artist Spotlight: Ivan Aivazovsky Media Focus: Drawing with pastels/chalk/crayon KLP:</p> <ul style="list-style-type: none"> • Learn about famous artists who have created famous seascapes. • Know what a primary/secondary colour is. • Learn how artists in the time of Ancient Egypt and China created art showing the sea. • Appreciate how features of a picture of the sea can make someone looking at it feel relaxed. • Study Aivazovsky's painting The Ninth Wave. |  | <p>In the Dark of Night Artist Spotlight: Artemisia Gentileschi Media Focus: Painting using textures. KLP:</p> <ul style="list-style-type: none"> • Learn how the contrast of light and dark creates a powerful effect. • Learn and apply different techniques to paint the night sky. • Understand different styles and periods to painting the night sky. • Learn how colours can impact on emotions, including light sources. • Study the artist Artemisia Gentileschi. • Know about the Baroque period. | | |

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| | | | <ul style="list-style-type: none"> Learn about the effects and process Aivazovsky used and apply these. Understand the changes to Aivazovsky style through different periods. | | | |
| Design & Technology | | Sculpture/3D work KLP: <ul style="list-style-type: none"> Join simple objects together to make structures. Select appropriate tools for joining. Use junk modelling materials. Plan, design and make models. | | | | Food and Nutrition KLP: <ul style="list-style-type: none"> Explore the understanding that food can come from different places. Make a fruit salad. Know how to prepare simple dishes safely and hygienically, without using a heat source. Follow procedures for personal hygiene. |
| Music | Hey You (Style: Old school hip-hop) KLP: <ul style="list-style-type: none"> To compose your own rap. Listen and appraise. To understand how pulse, rhythm and pitch work together. To know what the terms 'pulse', 'rhythm' and 'pitch' mean. | Rhythm in the Way We Walk & The Banana Rap (Style: Reggae) KLP: <ul style="list-style-type: none"> Explore pulse, rhythm and pitch. Explore rapping, dancing and singing. Singing – Christmas production. KLP: <ul style="list-style-type: none"> Learn to sing and use their voices. Perform to music. Learn to sing in a choir context. | In the Groove (Style: Blues, Baroque, Latin, Bangra, Folk and Funk) KLP: <ul style="list-style-type: none"> To move to the beat of a piece of music. | Round and Round (Style: Bossanova) KLP: <ul style="list-style-type: none"> To identify pulse, rhythm and pitch in different styles of music. | Your Imagination (Style: Pop) KLP: <ul style="list-style-type: none"> To listen to a piece of music. To know and recognise the sound and names of some instruments. | Reflect, Rewind and Replay (Style: Classical) KLP: <ul style="list-style-type: none"> The history of music. To learn some of the language related to music. |
| Computing | Technology Around Us KLP: <ul style="list-style-type: none"> Recognising technology in school and using it responsibly. | Digital Painting KLP: <ul style="list-style-type: none"> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally | Moving aR KLP: <ul style="list-style-type: none"> Writing short algorithms and programs for floor robots, and predicting program outcomes. | Grouping Data KLP: <ul style="list-style-type: none"> Exploring object labels, then using them to sort and group objects by properties. | Digital Writing KLP: <ul style="list-style-type: none"> Using a computer to create and format text, before comparing to writing non-digitally. | Programming Animations KLP: <ul style="list-style-type: none"> Designing and programming the movement of a character on screen to tell stories. |

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| <p style="text-align: center;">P.E.</p> | <p>Throwing and Catching KLP:</p> <ul style="list-style-type: none"> To be able to throw a ball/beanbag with accuracy. To be able to show an awareness of space. To be able to catch a ball/beanbag with some control. To observe, describe and copy what others are doing. To work collaboratively with a partner. | <p>Gymnastics (Balance and Agility) KLP:</p> <ul style="list-style-type: none"> Show an awareness of personal and general space. To move with some confidence, imagination and safety. To travel using 'caterpillar', 'monkey' & 'crab' walk. To travel in 'crawling soldier' position. Discuss safety when using apparatus. | <p>Net Games KLP:</p> <ul style="list-style-type: none"> To aim and strike an object towards a set target. To balance a ball on a racket with control. To recognise and begin to use space in games. To attempt to strike a ball over and beyond a target. To attempt to 'set' a ball in the air repetitively (Volleyball). | <p>Dance KLP:</p> <ul style="list-style-type: none"> Demonstrate large and expansive shapes. Demonstrate swinging actions with the arms. Demonstrate heavy and strong movements. Change pace and speed travelling around the room, including slow motion. Be able to perform movement in a canon. | <p>Invasion and Ball Control KLP:</p> <ul style="list-style-type: none"> To move fluently, changing direction & speed easily. To use different movements, speeds & pathways. To recognise space in games. To consolidate passing and receiving. To describe and copy what others are doing. | <p>Running and Jumping (Athletics) KLP:</p> <ul style="list-style-type: none"> To consolidate appropriate running technique. To jump with control & balance on landing. To jump whilst travelling. To throw towards a stationary target. To know what the term 'healthy eating' means. |
| <p style="text-align: center;">English</p> | <p>Silly Billy</p> <ul style="list-style-type: none"> Speaking and Listening Emotional wellbeing <p>Enormous Crocodile</p> <ul style="list-style-type: none"> To write simple sentences. <p>Naughty Bus</p> <ul style="list-style-type: none"> To write simple sentences. To use CVC words in captions and labels. <p>Narrative: Traditional tales: Jolly Postman</p> <ul style="list-style-type: none"> Developing speaking and listening skills through role play. Write a postcard. Understand the purpose and role of letters/postcards. | <p>Story Writing (A Little Bit Brave)</p> <ul style="list-style-type: none"> To use four box story board to plan a story. To use capital letters, finger spaces and full stops in writing. <p>Persuasive writing</p> <ul style="list-style-type: none"> To use adjectives and persuasive language to create an advert. To use rhetorical questions to engage a reader. <p>Beegu</p> <ul style="list-style-type: none"> Use drama to explore a story. Developing speaking and listening skills. To find answers within a text. | <p>Shape poetry (Gone)</p> <ul style="list-style-type: none"> Use similes to describe. To write a piece of poetry in a shape poem format. To learn a poem. To perform a poem. <p>Instructions (How to Wash a Woolly Mammoth)</p> <ul style="list-style-type: none"> To use time openers to sequence events. To use imperative verbs for commands. To write a set of instructions. <p>Stories by the same author (The Smeds and The Smoos)</p> <ul style="list-style-type: none"> To learn and recite a story. To use conjunctions to develop character descriptions. <p>Stories by the same author (The Smartest Giant in Town)</p> <ul style="list-style-type: none"> To become familiar with stories by the same author. To use speech bubbles. | <p>Fantasy story (Tyrannosaurus Drip)</p> <ul style="list-style-type: none"> Join in with repeated phrases. To write a story using adjectives, conjunctions, alliteration, similes and fronted adverbials to enhance setting descriptions. <p>Letter writing (Dear Dinosaur)</p> <ul style="list-style-type: none"> To write a letter. To understand the format of a letter. <p>Use a variety of coordinating conjunctions</p> | <p>Adventure Story (The Snail and the Whale)</p> <ul style="list-style-type: none"> Write an adventure story using a six box story board. To use an exclamation mark to punctuate a sentence. <p>Reading comprehension focus (Tiddler)</p> <ul style="list-style-type: none"> Retrieve information from a text. Answer question relating to a text. <p>Non-Fiction information books (See Under the Sea)</p> <ul style="list-style-type: none"> Produce an information book. Understand the difference between fiction and non-fiction. Understand the features of a non-fiction text (contents page, index, glossary) Use a dictionary to find the meaning of words. | <p>Write a recounts (Living in Space)</p> <ul style="list-style-type: none"> To understand the format of a recount. To use time openers and chronological language. To write a recount. <p>Poster (Man on the Moon)</p> <ul style="list-style-type: none"> To create a Wanted! poster using adjectives and previously taught techniques. <p>SPAG</p> <ul style="list-style-type: none"> Understand different types of sentences: statement, question and exclamation. <p>Performance Poetry (On the Ning, Nang, Nong and The Puffin Book of Fantastic First Poems)</p> <ul style="list-style-type: none"> To learn, recite and perform a poem. |
| <p style="text-align: center;">SPAG</p> | <ul style="list-style-type: none"> Leave finger spaces between words. Understand the terminology of 'letters' and 'words'. | <ul style="list-style-type: none"> Begin to punctuate sentences using a capital letter and full stop. Understand the terminology of 'capital letter, full stops and sentences'. | <ul style="list-style-type: none"> Use a capital letter for the personal pronoun I, names and days of the week. | <ul style="list-style-type: none"> Use a variety of coordinating conjunctions Join clauses using 'and'. Begin to punctuate sentences using an exclamation mark/question mark. | <ul style="list-style-type: none"> Using the pre-fix 'un'. Add the noun suffix 'es' Add the suffix 'er' to change a verb to a noun. Add 'ing', 'ed' and 'est' to the end of words. | <ul style="list-style-type: none"> Understand different types of sentences: statement, question and exclamation. |

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| | | | | <ul style="list-style-type: none"> Understand the terminology: 'question mark, exclamation mark and punctuation'. | <ul style="list-style-type: none"> Terminology: Singular and plural. | |
| Maths | <p>Sequencing and Sorting</p> <ul style="list-style-type: none"> Recognise and create repeating patterns with numbers, objects and shapes. Sort objects, number and shapes. Sort objects, number and shapes to a given criterion and their own. <p>Number and Place Value</p> <ul style="list-style-type: none"> To read and write numbers from 0-20. Identify one more and one less of a given number. To complete a number sequence (forwards and backwards). <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements (+, - and =). Number bond facts to 10 and 20. Add and subtract numbers. Solve simple one-step problems involving addition and subtraction. | <p>2D/3D shapes</p> <ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes. <p>Length, mass and weight</p> <ul style="list-style-type: none"> Compare and describe lengths, heights and weights. Measure and begin to record lengths, heights and weights. Solve practical problems relating to lengths and weight. <p>Capacity and Volume</p> <ul style="list-style-type: none"> Compare and describe capacity/volume (e.g. full, empty, half full). Measure and begin to record capacity. <p>Money</p> <ul style="list-style-type: none"> Recognise and know the value of different coins. <p>Time</p> <ul style="list-style-type: none"> Sequence events in chronological order. Recognise and use language relating to dates, including days of the week, weeks, months and years. Measure and begin to record time. | <p>Number and Place Value</p> <ul style="list-style-type: none"> Identify ten more and ten less. Order numbers to 50. Recognise the place value of numbers beyond 20 (tens and ones) Read and write numbers from 1 to 20 in numerals and words. Use the language of equal to, more than and less than. <p>Addition and subtraction</p> <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Subtract one-digit and two-digit numbers to 20 using 'difference' as find how many more to make. Solve problems relating to finding the difference. <p>2D and 3D Shapes</p> <ul style="list-style-type: none"> Begin to recognise properties of 2D and 3D shapes. | <p>Measurement - Length, Mass and Weight</p> <ul style="list-style-type: none"> Measure and record lengths/heights. Measure and record mass/weight. Solve practical problems for lengths, heights and masses/weights. <p>Money</p> <ul style="list-style-type: none"> Recognise and know the value of different coins and notes. Solve practical problems relating to coins. <p>Position and Direction</p> <ul style="list-style-type: none"> Describe position, direction and movements using half, quarter and three-quarter turns. <p>Time</p> <ul style="list-style-type: none"> Tell the time to the hour and half past. Draw times on a clock. Measure and begin to record time. Solve practical problems relating to time. | <p>Measurement – Capacity/Volume</p> <ul style="list-style-type: none"> Record capacity and volume using non-standard and standard units. Solve practical problems relating to capacity/volume. <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of a quantity. Recognise, find and name a quarter as one of four equal parts of a quantity. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with teacher support. Counting multiplies of twos, fives and tens. Recall and use doubles/halves of all numbers to 10. | <p>Money</p> <ul style="list-style-type: none"> Recognise and know the value of different coins and notes. Solve practical problems relating to money. <p>Addition and subtraction</p> <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Subtract one-digit and two-digit numbers to 20 using 'difference' as find how many more to make. Solve problems relating to finding the difference. <p>Number and Place Value</p> <ul style="list-style-type: none"> Identify ten more and ten less. Order numbers to 50. Recognise the place value of numbers beyond 20. Read and write numbers from 1 to 20 in numerals and words. Recognise the place value of numbers beyond 20 (tens and ones). Use the language of equal to, more than and less than <p>Statistics</p> <ul style="list-style-type: none"> Ask and answer questions by comparing categorical data. |
| LoTc | <p>Grand Day Out KLP:</p> <ul style="list-style-type: none"> To explore the local environment. To visit a local attraction. | <p>Fire Station Visit (Great Fire of London topic) KLP:</p> <ul style="list-style-type: none"> To understand fire safety. To understand how to put out a fire. To understand how fire spreads. To understand who can help us. | <p>Christ Church visit KLP:</p> <ul style="list-style-type: none"> To visit a place of worship. To ask relevant questions. To learn about a particular religion. To understand the features of a Church. To understand a Christian baptism service. | | <p>Walby Farm Park KLP:</p> <ul style="list-style-type: none"> To identify farm animals. To learn how to look after an animal. To observe the features of animals. To ask relevant questions. <p>Forest School KLP:</p> <ul style="list-style-type: none"> To identify native plants and birds. | <p>Grand Day Out KLP:</p> <ul style="list-style-type: none"> To explore the local environment. To visit a local attraction. <p>Forest School KLP:</p> <ul style="list-style-type: none"> To identify native plants and birds. To understand safety measures when moving around a fire. |

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| | | | | | <ul style="list-style-type: none">• To understand safety measures when moving around a fire.• To use natural materials to make sculptures. | <ul style="list-style-type: none">• To use natural materials to make sculptures. <p>Sports Day</p> |
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