BAIR	Year 1 Overview					
PRIMITE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Geography	<ul> <li>The United Kingdom</li> <li>KLP:</li> <li>To read and identify map symbols.</li> <li>To identify the countries in the United Kingdom.</li> <li>To explore their local environment.</li> <li>To understand how places are linked by road and transport.</li> </ul>	EAI!		Weather and Climate/Extreme Weather KLP:  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		<ul> <li>The Great Fire of London</li> <li>KLP:</li> <li>To describe how the fire started.</li> <li>To name a famous eye witness.</li> <li>To identify which country London is the capital city of. To recognise what factors played a role in the fire spreading.</li> </ul>	<ul> <li>Grace Darling KLP:</li> <li>To learn who Grace Darling is.</li> <li>To label a timeline of events from Grace Darling's life.</li> <li>To list some of the things that happened to Grace Darling's life after the rescue.</li> <li>To describe the weather conditions in the North Sea at the time of the rescue.</li> </ul>	PRIN	<ul> <li>The Titanic</li> <li>KLP:</li> <li>To name the captain of the Titanic.</li> <li>To list some of the facts about the Titanic.</li> <li>To recall key facts about the Titanic.</li> <li>To order the events of the Titanic.</li> <li>To compare lives in past and present.</li> <li>To understand social differences.</li> </ul>	<ul> <li>Neil Armstrong KLP: <ul> <li>To learn about the life of a significant person from the past.</li> <li>To explain an event from the past.</li> <li>To use language relating to time.</li> <li>To list the events in Armstrong's life and put them on a timeline.</li> <li>To recall significant facts about a past event.</li> <li>To name sources that you could use to find out more information about Neil Armstrong.</li> </ul> </li> </ul>
Science	<ul> <li>Materials</li> <li>KLP:</li> <li>To name a variety of materials.</li> <li>To distinguish an object from the material from which it is made.</li> <li>To identify natural and manmade materials.</li> <li>To conduct a simple experiment.</li> <li>To compare and group materials based on their properties.</li> </ul>	Seasonal Changes (Summer – Autumn) KLP:  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:  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:  To conduct a simple experiment.  To make a prediction.  To record our results.  To observe changes.	<ul> <li>Animals (including Humans)</li> <li>KLP:</li> <li>To label the features of an animal.</li> <li>To sort animals into classifications.</li> <li>To identify omnivores, herbivores and carnivores.</li> <li>To understand how to look after pets.</li> <li>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>To identify and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	Plants KLP:  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.
R.E. (PSHE)	What is important to you?  KLP:  What and who is important to you.	Why do Christians celebrate Christmas? KLP:	How do religions welcome new members? KLP:	What do Christians and Jews believe about creation?  KLP:		

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	<ul> <li>What is important to a Muslim-design a prayer mat.</li> <li>What is important to a Christian-rules to make the world a better place.</li> </ul>	<ul> <li>Why Christians celebrate Christmas.</li> <li>To learn the Nativity story.</li> <li>Design and make a Christmas decoration.</li> </ul>	<ul> <li>Recognise I am part of a community.</li> <li>Visit Christ Church-Baptism ceremony.</li> </ul>	<ul> <li>Retell the creation story from the Bible.</li> <li>Understand how to look after the world.</li> <li>Know the Easter story</li> </ul>		
Art & Design		<ul> <li>Drawing KLP: <ul> <li>Observational sketches of the weather in our local environment.</li> <li>To learn the correct pencil grip.</li> <li>Use a variety of tools to experiment with drawing.</li> <li>Observe and draw landscapes by using our senses to explore the details.</li> </ul> </li> <li>Christmas Crafts KLP: <ul> <li>Use a range of materials to create Christmas crafts.</li> </ul> </li> <li>Use a combination of materials that are cut, torn and glued with some independence.</li> </ul>	<ul> <li>Artist Focus – Van Gogh</li> <li>KLP:</li> <li>Ask and answer questions about a piece of work.</li> <li>Appraise a piece of work.</li> <li>Create a 'Starry Night' painting of a nocturnal animal.</li> <li>Use paint to represent the techniques shown by Van Gogh.</li> <li>Hold and use a paint brush effectively.</li> <li>Produce marks in the style of the artist.</li> </ul>		<ul> <li>Painting (The Titanic)</li> <li>KLP:</li> <li>To study a piece of watercolour artwork and appraise it.</li> <li>To use watercolour paints to create a painting of the Titanic.</li> <li>To think about brush strokes to add detail.</li> <li>Select different brush sizes and shapes for different purposes.</li> <li>Collage (Under the Sea)</li> <li>KLP:</li> <li>To use a range of materials to create a collage of under the sea.</li> <li>To cut and join materials.</li> </ul>	<ul> <li>Drawing (Space)</li> <li>KLP:</li> <li>To use oil pastels to create a space picture.</li> <li>To show strong pencil grip.</li> <li>Select colours to represent their ideas.</li> <li>Observe and record shapes, patterns and textures seen in objects.</li> </ul>
Design & Technology	<ul> <li>Sculpture/3D work</li> <li>KLP:</li> <li>Join simple objects together to make structures.</li> <li>Select appropriate tools for joining.</li> <li>Use junk modelling materials.</li> <li>Plan, design and make models.</li> </ul>			<ul> <li>Make a floating boat</li> <li>KLP:</li> <li>To create a boat that floats.</li> <li>To plan and make a boat.</li> <li>To evaluate a structure.</li> <li>To use tools effectively for cutting and joining.</li> <li>To develop their designs through discussions and observations.</li> </ul>		<ul> <li>Food and Nutrition</li> <li>KLP:</li> <li>Explore the understanding that food can come from different places.</li> <li>Make a fruit salad.</li> <li>Know how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>Follow procedures for personal hygiene.</li> </ul>
Music	Hey You (Style: Old school hiphop) KLP:  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:  Pulse, rhythm and pitch. Rapping, dancing and singing.	In the Groove (Style: Blues, Baroque, Latin, Bangra, Folk and Funk) KLP:  To move to the beat of a piece of music.	Round and Round (Style: Bossanova) KLP:  To identify pulse, rhythm and pitch in different styles of music.	Your Imagination (Style: Pop) KLP:  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:  The history of music.  To learn some of the language related to music.
Computing					Computing Systems and Networks- Technology around us KLP:  Technology around us.  Using technology.  Develop mouse skills.  Using a computer keyboard.	<ul> <li>Creating Media- Digital Painting KLP:</li> <li>How can we paint using computers.</li> <li>Using shape and lines.</li> <li>Making careful choices.</li> <li>Painting independently.</li> </ul>

					<ul><li>Developing keyboard skills.</li><li>Using a computer responsibly.</li></ul>	Comparing computer art and painting.
P.E.	<ul> <li>Throwing and Catching KLP:</li> <li>To be able to throw a ball/beanbag with accuracy.</li> <li>To be able to show an awareness of space.</li> <li>To be able to catch a ball/beanbag with some control.</li> <li>To observe, describe and copy what others are doing.</li> <li>To work collaboratively with a partner.</li> </ul>	<ul> <li>Gymnastics (Balance and Agility)</li> <li>KLP:</li> <li>Show an awareness of personal and general space.</li> <li>To move with some confidence, imagination and safety.</li> <li>To travel using 'caterpillar', 'monkey' &amp; 'crab' walk.</li> <li>To travel in 'crawling soldier' position.</li> <li>Discuss safety when using apparatus.</li> </ul>	<ul> <li>Net Games KLP: <ul> <li>To aim and strike an object towards a set target.</li> <li>To balance a ball on a racket with control.</li> <li>To recognise and begin to use space in games.</li> <li>To attempt to strike a ball over and beyond a target.</li> <li>To attempt to 'set' a ball in the air repetitively (Volleyball).</li> </ul> </li> </ul>	Gymnastics (Position and Direction) KLP:  To move from one body position to another.  To perform balances on different levels.  Show a clear beginning & end to shapes/sequences.  To further explore the large and small apparatus.  To balance on small body parts with control.	Creative Play (Outdoor Adventure) KLP:  To develop more complex fundamental movement skills  To be able to work collaboratively within a group.  To develop thinking and creativity.  To develop decision making in games.  To be able to work independently.	Running and Jumping (Athletics) KLP:  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.
Literacy	<ul> <li>Silly Billy</li> <li>Speaking and Listening</li> <li>Emotional wellbeing</li> <li>Enormous Crocodile</li> <li>To write simple sentences.</li> <li>Naughty Bus</li> <li>To write simple sentences.</li> <li>To use CVC words in captions and labels.</li> <li>Narrative: Traditional tales: Jolly Postman</li> <li>Developing speaking and listening skills through role play.</li> <li>Write a postcard.</li> <li>Understand the purpose and role of letters/postcards.</li> </ul>	<ul> <li>Story Writing (A Little Bit Brave)</li> <li>To use four box story board to plan a story.</li> <li>To use capital letters, finger spaces and full stops in writing.</li> <li>Persuasive writing</li> <li>To use adjectives and persuasive language to create an advert.</li> <li>To use rhetorical questions to engage a reader.</li> <li>Beegu</li> <li>Use drama to explore a story.</li> <li>Developing speaking and listening skills.</li> <li>To find answers within a text.</li> </ul>	<ul> <li>Shape poetry (Gone)</li> <li>Use similes to describe.</li> <li>To write a piece of poetry in a shape poem format.</li> <li>To learn a poem.</li> <li>To perform a poem.</li> <li>Instructions (How to Wash a Woolly Mammoth)</li> <li>To use time openers to sequence events.</li> <li>To use imperative verbs for commands.</li> <li>To write a set of instructions.</li> <li>Stories by the same author (The Smeds and The Smoos)</li> <li>To learn and recite a story.</li> <li>To use conjunctions to develop character descriptions.</li> <li>Stories by the same author (The Smartest Giant in Town)</li> <li>To become familiar with stories by the same author.</li> <li>To use speech bubbles.</li> </ul>	Fantasy story (Tyrannosaurus Drip)  Join in with repeated phrases.  To write a story using adjectives, conjunctions, alliteration, similes and fronted adverbials to enhance setting descriptions.  Letter writing (Dear Dinosaur)  To write a letter.  To understand the format of a letter.	<ul> <li>Adventure Story (The Snail and the Whale)</li> <li>Write an adventure story using a six box story board.</li> <li>To use an exclamation mark to punctuate a sentence.</li> <li>Reading comprehension focus (Tiddler)</li> <li>Retrieve information from a text.</li> <li>Answer question relating to a text.</li> <li>Non-Fiction information books (See Under the Sea)</li> <li>Produce an information book.</li> <li>Understand the difference between fiction and nonfiction.</li> <li>Understand the features of a non-fiction text (contents page, index, glossary)</li> <li>Use a dictionary to find the meaning of words.</li> </ul>	<ul> <li>Write a recounts (Living in Space)</li> <li>To understand the format of a recount.</li> <li>To use time openers and chronological language.</li> <li>To write a recount.</li> <li>Poster (Man on the Moon)</li> <li>To create a Wanted! poster using adjectives and previously taught techniques.</li> <li>Performance Poetry (On the Ning, Nang, Nong and The Puffin Book of Fantastic First Poems)</li> <li>To learn, recite and perform a poem.</li> </ul>
SPaG	<ul> <li>SPAG:</li> <li>Leave finger spaces between words.</li> <li>Understand the terminology of 'letters' and 'words'.</li> </ul>	<ul> <li>SPAG:</li> <li>Begin to punctuate sentences using a capital letter and full stop.</li> <li>Understand the terminology of 'capital letter, full stops and sentences'.</li> </ul>	SPAG:  Use a capital letter for the personal pronoun I, names and days of the week.	<ul> <li>SPAG</li> <li>Use a variety of coordinating conjunctions</li> <li>Join clauses using 'and'.</li> <li>Begin to punctuate sentences using an exclamation mark/ question mark.</li> </ul>	<ul> <li>SPAG</li> <li>Using the pre-fix 'un'.</li> <li>Add the noun suffix 'es'</li> <li>Add the suffix 'er' to change a verb to a noun.</li> <li>Add 'ing', 'ed' and 'est' to the end of words.</li> <li>Terminology: Singular and plural.</li> </ul>	Understand different types of sentences: statement, question and exclamation.

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				<ul> <li>Understand the terminology:</li> </ul>		
				'question mark, exclamation		
				mark and punctuation'.		
	Number and Place Value	Length, mass and weight	Number and Place Value	Measurement - Length, Mass and	Measurement – Capacity/Volume	Money
	To read and write numbers	<ul> <li>Compare and describe lengths,</li> </ul>	<ul> <li>Identify ten more and ten less.</li> </ul>	Weight	Record capacity and volume	Recognise and know the value
	from 0-20.	heights and weights.	Order numbers to 50.	Measure and record	using non-standard and	of different coins and notes.
	Begin to recognise the place	<ul> <li>Measure and begin to record</li> </ul>	Recognise the place value of	lengths/heights.	standard units.	Solve practical problems relating to
	value of numbers up to 20	lengths, heights and weights.	numbers beyond 20.	Measure and record	<ul> <li>Solve practical problems</li> </ul>	money.
	(tens and ones).		Read and write numbers from	mass/weight.	relating to capacity/volume.	money.
	<ul> <li>Identify one more and one less</li> </ul>	Solve practical problems  relating to longths and weight			relating to capacity/volume.	Measurement
	-	relating to lengths and weight.	1 to 20 in numerals and words.	<ul> <li>Solve practical problems for lengths, heights and</li> </ul>	Fractions	Solve practical problems
	of a given number.	Capacity and Volume	Recognise the place value of		Recognise, find and name a	relating to measurement.
			numbers beyond 20 (tens and	masses/weights.		relating to measurement.
	Addition and Subtraction	Compare and describe	ones).	840000	half as one of two equal parts	Addition and subtraction
		capacity/volume (e.g. full,	Use the language of equal to,	Money	of a quantity.	
	Read, write and interpret	empty, half full)	more than and less than	Recognise and know the value	Recognise, find and name a	Represent and use number
	mathematical statements (+, -	Measure and begin to record		of different coins and notes.	quarter as one of four equal	bonds and related subtraction
	and =)	capacity.	Mass/weight	Solve practical problems	parts of a quantity.	facts within 20.
	Number bond facts to 10 and		Record mass/weight using non-	relating to coins.	Naulain lineative of Dirich	Subtract one-digit and two-
	20.	Money	standard and standard units of	3D and 3D Cl	Multiplication and Division	digit numbers to 20 using
	Add and subtract numbers.	Recognise and know the value	weight.	2D and 3D Shapes	Solve one step problems      invalving poultiplication and	'difference' as find how many
	Solve simple one-step	of different coins.	Solve practical problems for	Begin to recognise properties	involving multiplication and	more to make.
Numeracy	problems involving addition	/	mass/weight.	of 2D and 3D shapes.	division by calculating the	Solve problems relating to
10	and subtraction.	Time		a de la lace	answer using concrete objects,	finding the difference.
] H		Sequence events in	Addition and subtraction	Position and Direction	pictorial representations and	N. A. A. A. Blanckilla
<u> </u>	2D/3D shapes	chronological order.	Represent and use number	Describe position, direction	arrays with teacher support.	Number and Place Value
2	Recognise and name common 2D	Recognise and use language	bonds and related subtraction	and movements using half,	Counting multiplies of twos,	Identify ten more and ten less.
	and 3D shapes.	relating to dates, including	facts within 20.	quarter and three quarter	fives and tens.	Order numbers to 50.
	Conversion and Continu	days of the week, weeks,	Subtract one-digit and two-	turns.	Recall and use doubles/halves     A straight are to 10.	Recognise the place value of
	Sequencing and Sorting	months and years.	digit numbers to 20 using	Time	of all numbers to 10.	numbers beyond 20.
	Recognise and create repeating		'difference' as find how many	Time		Read and write numbers from
	patterns with numbers, objects	time.	more to make.	Tell the time to the hour and		1 to 20 in numerals and words.
	and shapes.		Solve problems relating to	half past.		Recognise the place value of
	Identify odd and even		finding the difference.	Draw times on a clock.		numbers beyond 20 (tens and
	numbers.			Measure and begin to record		ones).
	Sort objects, number and			time.		Use the language of equal to,
	shapes.			Solve practical problems		more than and less than
	•			relating to time.		
	Sort objects, number and					Statistics
	shapes to a given criterion and					Present and interpret data in
	their own.					block diagrams using practical
						equipment.
						Ask and answer questions by
						comparing categorical data.
	Grand Day Out		Christ Church visit		Forest School	Grand Day Out
LOtC	KLP:		KLP:		KLP:	KLP:
	To explore the local		To visit a place of worship.		To identify native plants	To explore the local
	environment.		To ask relevant questions.		and birds.	environment.
	To visit a local attraction.		To learn about a particular			To visit a local attraction.
			religion.		measures when moving	
			To understand the features of		around a fire.	
			a Church.		<ul> <li>To use natural materials to</li> </ul>	
					make sculptures.	Sports Day

