

Year 1 Yearly Overview 2020 - 2021

	Autumn		Spring		Summer	
Duration	8 Weeks & 7 Weeks		6 Weeks & 6 Weeks		6 Weeks & 7 Weeks	
	If you go Down to the Woods Today...		Weeks – Freezing Cold to Piping Hot		Weeks - Castles, Towers and Turrets	
Curriculum Enrichment Opportunities	<u>Sparkly Start</u>	<u>Fantastic Finale</u> Teddy Bear's Picnic	<u>Sparkly Start</u>	<u>Fantastic Finale</u>	<u>Sparkly Start</u>	<u>Fantastic Finale</u>
	<u>Trip</u> <u>Visitor</u> Toys from the Past Visitor		<u>Trip</u> Snowdome <u>Visitor</u> Animal Experience		<u>Trip</u> Warwick Castle	
GPS	<p>Punctuation Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun 'I'.</p> <p>Sentence How words can combine to make sentences.</p>		<p>Punctuation Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun 'I'.</p> <p>Sentence How words can combine to make sentences. Joining words and joining clauses using 'and'.</p> <p>Word Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>Text Sequencing sentences to form short narratives</p>		<p>Punctuation Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun 'I'.</p> <p>Sentence How words can combine to make sentences. Joining words and joining clauses using 'and'.</p> <p>Word Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</p> <p>Text Sequencing sentences to form short narratives</p>	
Class texts	- The Tale of Georgie Grub (Recovery Curriculum) - Old Bear	- The Everywhere Bear - Excitable Edgar (Christmas)	- The Rainbow Bear - Meercat Mail	- Polar Animals - Handa's Surprise	- George and the Dragon	- Look Inside a Castle
English	The Tale of Georgie Grubb –	The Everywhere Bear - Fiction	The Rainbow Bear – Non-Fiction	Polar Animals – Non-Fiction	George and the Dragon –	Look Inside a Castle – Non-Fiction

	<p>Fiction Writing speech and thought bubbles, character description.</p> <p>Old Bear – Fiction A letter from Old Bear. Non-Fiction List of favourite toys.</p>	<p>What would you do with the Everywhere Bear? Send a letter to the Everywhere Bear.</p> <p>Excitable Edgar Non-Fiction Instructions on how to put up a tree.</p> <p>Poetry Five senses poem about winter/Christmas.</p>	<p>Free Rainbow Bear poster. Recount – tell Rainbow Bear what he dreamt about.</p> <p>Meercat Mail – Fiction Diary writing of different places.</p>	<p>Animal factsheet. Poetry Acrostic poem about Easter.</p> <p>Handa’s Surprise - Fiction Retelling the story of Handa’s surprise.</p>	<p>Fiction Continuing the story. What happens next? Where does the dragon go?</p> <p>School Trip – Non-Fiction Recount of the trip.</p>	<p>Fact sheet about castles.</p> <p>Poetry Writing a fact poem about castles.</p>
Maths	<p>Number: Place Value (within 10) – 4 weeks Number: Addition and Subtraction (within 10) – 5 weeks Geometry: Shape – 1 week Number: Place Value (within 20) – 2 weeks</p>		<p>Consolidation – 1 week Number: Addition and Subtraction (within 20) – 3 weeks Number: Place Value (within 50) – 3 week Measurement: Length and Height – 2 weeks Measurement: Weight and Volume – 2 weeks Consolidation – 1 week</p>		<p>Consolidation – 1 week Number: Multiplication and Division – 3 weeks Number: Fractions – 2 weeks Geometry: Position and Direction – 1 week Number: Place Value (within 100) – 2 weeks Measurement: Money – 1 week Measurement: Time – 2 weeks</p>	
Science	<p>Everyday Materials</p> <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. (Autumn) 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). - 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>Seasonal Changes</p> <ul style="list-style-type: none"> - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. (Winter and Spring) 		<p>Plants</p> <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. (Summer)
History		Changes in bears and toys across the			Why were castles built?	<p>Features of castles</p> <p>Jobs and roles in castle life</p>

		<p>decades- changes within living memory.</p> <p>Compare bears and toys in the past to toys of today.</p>			<p>Norman Motte and Bailey Castles - Kenilworth</p> <p>Medieval Castles – Warwick</p> <p>U.K. Capital city castles</p> <p><i>Local History Link – Warwick & Kenilworth Castles</i></p>	Castle land features
Geography	<p>Study the geography of the school grounds making simple maps and using simple locational and directional language.</p> <p>Describe the local area of the school ground.</p>		<p>Weather patterns in the U.K. with comparison to hot and cold places.</p> <p>Name and locate the world's seven continents</p>	<p>Locate hot and cold places in relation to the poles and the equator.</p> <p>Study the human and physical geography of a small area of a non-European country – Arctic & Kenya and compare with England.</p> <p><i>Hope and Kindness Link - sponsor children in Kenya</i></p>		
Art	<p>Self-Portrait</p> <ul style="list-style-type: none"> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p>Design a patchwork teddy bear using lines to create patterns</p> <ul style="list-style-type: none"> - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>Andy Warhol robot toy art</p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>Richard Rowan northern lights art</p> <ul style="list-style-type: none"> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - About the work of a range of artists, craft makers and designers, 	<p>African clay pots</p> <ul style="list-style-type: none"> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>Paul Klee Castle and Sun</p> <ul style="list-style-type: none"> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, 	<p>New Teacher Portrait</p> <ul style="list-style-type: none"> - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. (Compare to self-portrait)

		<p>- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Christmas Cards</p>	<p>describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Easter Cards Mother's Day Cards</p>	<p>line, shape, form and space.</p> <p>- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Father's Day Cards</p>	
DT		<p>Teddy Bears Picnic food preparation.</p>		<p>Creating a moving picture – sliders and levers.</p>		<p>Making a castle – freestanding structures.</p>
Music	<p>Ourselves – 3 weeks</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <p>Number – 3 weeks</p> <ul style="list-style-type: none"> - Play tuned and untuned instruments musically. - Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Animals – 3 weeks</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. <p>Weather – 3 weeks</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. 	<p>Machines – 3 weeks</p> <ul style="list-style-type: none"> - Play tuned and untuned instruments musically. - Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Seasons – 3 weeks</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically. 	<p>Our School – 3 weeks</p> <ul style="list-style-type: none"> - Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Pattern – 3 weeks</p> <ul style="list-style-type: none"> - Play tuned and untuned instruments musically. 	<p>Storytime – 3 weeks</p> <ul style="list-style-type: none"> - Listen with concentration and understanding to a range of high-quality live and recorded music. <p>Our Bodies – 3 weeks</p> <ul style="list-style-type: none"> - Play tuned and untuned instruments musically. 	<p>Travel – 3 weeks</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <p>Water – 3 weeks</p> <ul style="list-style-type: none"> - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.

R.E.	Who is Jewish and what do they believe? - What is precious to us? - What is precious to Jews? - What does a mezuzah remind Jewish people about? - How and why do people celebrate Shabbot? - What does the story of Shanukah make us think about? - How do Jewish people think about miracles at Shanukah?	Why do Christians perform nativity plays at Christmas? - What makes every single person unique and special?	What do Christians believe God is like?	What does it mean to belong to a faith community? Do we all belong to something? How do Christians show they belong? How do Muslims show they belong? How do Muslims know they belong? How do Jewish people show they belong together as a community? How do Christians and Muslims welcome a new baby? How do some people show they belong to one another?	Who is a Muslim and what do they believe? What do we think about god? Who was the Prophet Muhammad and why is he important to Muslims? What stories of the Prophet do Muslims love to tell? What makes a place or object special to us and to Muslims? What is a mosque and what happens at a mosque? How and why do Muslims pray and worship at the Mosque? Mosques near where we live: what can we find out? What can we learn from Muslim holy words? What happens at the festival Eid-ul-Fitr and why?	What makes some places sacred? Which place of worship is sacred for Christians? Which place of worship is sacred for Jewish people? Which place of worship is sacred for Muslims? How are places of worship similar and different? Why are places of worship important to our Community?
P.S.H.E.	Jigsaw Recovery Package Being Me in My Word	Jigsaw Being Me in My World Celebrating Difference	Jigsaw Dream and Goals Protective Behaviours	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me CHIPS
P.E.	Throwing and Catching (Recovery Curriculum) Gymnastics	Dance	Attack Defend Shoot	Hit Catch Run	Send and Return	Run Jump Throw
Computing	Unit 1.1 Online Safety Unit 1.2 Grouping and Sorting	Unit 1.3 Pictograms Unit 1.4 Lego Builders	Unit 1.5 Maze Explorers Unit 1.6 Animated Stories	Unit 1.7 Coding	Unit 1.8 Spreadsheets	Unit 1.9 Tech Outside of School

