Topic Overview
Year 1

T1 – My Amazing Bod	T2 – The Greatest Show	J1 – Under The Sea	J2 – Go Jetters	C1 – The Secret Life of Plants	C2 – Sun, Sea and Sand
Maths	Maths	Maths	Maths	Maths	Maths
English	English	English	English	English	English
Science	Science	Science	Science	Science	Science
Geography	History	Geography	History	Geography	History
	RE	RE			RE
Art	DT	DT	Art	Art	DT
Music	Music	Music	Music	DT	DT
PE	PE	PE	PE	PE	PE
PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
Computing	Computing	Computing	Computing	Computing	Computing

Topic Overview
Year 1

Topic	My Amazing Body – Temperance 1				
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression)	Enrichment	Suggested Outcomes
Oh No George! Farmer Duck Nursey Rhyme Week • Hey Diddle Diddle • Jack and Jill • Little Miss Muffet Shark in the Park Slowly, Slowly, Slowly Said The Sloth Beegu	**Ongoing Skills Being Taught** **Writing** • To compose a sentence orally before writing it. • To write a single clause sentence with a capital letter at the start and a full stop at the end. • To leave spaces between words. **Reading** • To be able to explain clearly what is read to them. • To be able to check that the text makes sense to them as they read and correct inaccurate reading.	**Place Value Within 10** 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. Read and write numbers from 1 to 20 in numerals and words. Identify and represent numbers using objects and pictorial representations. **Addition and Subtraction** Represent and use number bonds and related subtraction facts within 20.	**Science – Working Scientifically** • Performing simple tests • Using their observations and ideas to suggest answers to questions • Asking simple questions are recognizing that they can be answered in different ways **Animals Including Humans** • Identify, name, draw and label the basic parts of the human body and say which parts of the body are associated with each sense. **Seasonality** • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. **Art** • To mix secondary colours and match colours • Romero Britto **Music** **Ourselves** (unit 1) Musical Focus: Exploring Sounds	Trip to Local Park Beegu Arriving	My Senses Book Self-Portrait My Special Places in My Life

Topic Overview
Year 1

	• To listen to, discuss and express views about books at a level beyond which they are capable. • To read words containing taught GPCs and -s, -es, -ing, -ed, -er, and est endings. • To re-read books to build up fluency. **This Half Term** **Reading** • To be able to discuss the sequence of events in books. • Recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart. discussing word meanings, linking new meanings to those already known	Add and subtract one-digit and two-digit numbers to 20, including zero. **Fluency Facts** Number Bonds to 10 **Times Tables** Counting in 10s.	**PE – Personal Cog** • I enjoy working on simple tasks with help. • I can follow instructions and practice safely. • I can work on simple tasks by myself. I try several times if at first, I don't succeed and I ask for help when appropriate. **Geography – Local Area** • To distinguish between human and physical features of a small area (e.g.) the school) and provide examples. • To use Geographical vocabulary to describe physical features of the school, grounds and surrounding areas. • To devise simple picture maps (e.g. school grounds). • To use simple fieldwork and observational skills to study the geography of their school and its grounds. **PSHE – Me and My Relationships** • Why do we have classroom rules? • Thinking about feelings • Our feelings • Feelings and bodies • Our special people balloon • Good Friends Are you listening? **MFL** **In my town** Dans ma village, Une boulangerie Un stade, Une ecole Une patinoire, Un cinema, Un parc Un cafe		Local Area Map

Topic Overview
Year 1

			Computing • Begin to record written information using a keyboard, demonstrating an understanding of a keyboard • layout and how to use a spacebar. • Explore and recognise different forms of digital content e.g. email, address, website address. • Begin to use appropriate technical vocabulary. • Develop an understanding of what personal information is and why we need to keep it safe. • Develop an understanding of how to maintain a healthy relationship with technology. • Make links between real world and online behaviours.		

Topic Overview
Year 1

Topic	**The Greatest Show – Temperance 2**				
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression)	Enrichment	Suggested Outcomes
TBC	**Ongoing Skills Being Taught** **Writing** • To compose a sentence orally before writing it. • To write a single clause sentence with a capital letter at the start and a full stop at the end. • To re-read what they have written to check that it makes sense. • To sequence sentences to form short narratives. •	**Addition and Subtraction** • To represent and use number bonds and related subtraction facts within 20. • To add and subtract one-digit and two-digit numbers to 20, including zero. • To read, write and interpret mathematical statements involving addition, subtractions and equals signs.	**Science – Working Scientifically** • Performing simple tests • Identifying and classifying • Using their observation and ideas to questions **Materials** • Distinguish between an object and the material from which it is made from. • Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock • Describe the simple physical properties of variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their physical properties. **DT** • To explore and evaluate a range of existing products • To explore and use mechanisms in their products • To design purposeful, functional, appealing products for themselves and other users based on a design criteria • To generate and develop their ideas through talking and drawing templates • To select from and use a wide range of materials and components, including materials and textiles according to their characteristics • To evaluate their ideas and products against the design brief	Circus Skills Workshop	Toy

Topic Overview
Year 1

	To leave spaces between words. **Reading** • To be able to explain clearly what is read to them. • To be able to check that the text makes sense to them as they read and correct inaccurate reading. • To be able to answer and ask questions • To draw on what they already know or on background information and vocabulary provided by the teacher. • To be able to discuss word meanings, linking new meanings to those already known. • discussing word meanings, linking new meanings to those already known • To listen to, discuss and express views about books	**Geometry** • Recognise and name common 2-D and 3-D shapes. **Fluency Facts** Addition Within 10. **Times Tables** Counting in 10s.	**RE** • To can understand the key events of the Christmas Story • To talk about how I celebrate Christmas • To compare how I celebrate Christmas to how Christians celebrate Christmas **PE – Social Cog** • I enjoy working on simple tasks with help. • I can follow instructions and practice safely. • I can work on simple tasks by myself. I try several times if at first, I don't succeed and I ask for help when appropriate. **History** • To talk about personal and other peoples' past events • To use at least 1 source of information to answer questions about the past through simple observations of the source. • To use common words to describe the passing of time; today, tomorrow, yesterday, a long time ago, in the olden days, before, later and after. • To place three objects in chronological order and communicate what they know about older and newer objects. **PSHE – Valuing Difference** • Same or different? • Unkind, tease or bully? • Harold's school rules • Who are our special people? • It's not fair! **Computing** • Begin to record written information using a keyboard, demonstrating an understanding of a keyboard • layout and how to use a spacebar. • Explore and recognise different forms of digital content e.g. email, address, website address.		

Topic Overview
Year 1

	at a level beyond which they are capable. • To read words containing taught GPCs and -s, -es, -ing, -ed, -er, and est endings. • To re-read books to build up fluency. **<u>This Half Term</u>** **<u>Reading</u>** • To be able to predict what might happen based on what has been read. **<u>Writing</u>** • To use the suffix -es • To be able to identify and write adjectives in a single clause sentence.		• Begin to use appropriate technical vocabulary. • Develop an understanding of what personal information is and why we need to keep it safe. • Develop an understanding of how to maintain a healthy relationship with technology. • Make links between real world and online behaviors. **<u>MFL</u>** **Colours & Numbers** Rouge, gris,, jaune, noir, blanc, vert, bleu, violet, orange, marron, un, deux,, trois, quatre, cinq, six, sept, huit, neuf, dix **<u>Music</u>** **Number** (unit 2) Musical Focus: Beat Identify and keep a steady beat using instruments (Unit 2) Recognise and respond to changes in tempo in music (Unit 2)		

Topic Overview
Year 1

Topic	**Go Jetters – Justice 1**				
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression)	Enrichment	Suggested Outcomes
TBC	**Ongoing Skills Being Taught** **Writing** • To compose a sentence orally before writing it. • To write a single clause sentence with a capital letter at the start and a full stop at the end. • To re-read what they have written to check that it makes sense. • To sequence sentences to form short narratives. •	**Place Value to 20** • 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 to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers	**Science – Working Scientifically** • Identifying and classifying • Gathering and recording data to help in answering questions • Observe closely, using simple equipment **Animals Including Humans** • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals • Identify and name a variety of common animals that are carnivores, omnivores and herbivores • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, including pets) **Seasonality** • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies **DT** • To use the basic principles of a healthy varied diet to prepare dishes • To use knives safely to prepare fruit		Fruit Salad

Topic Overview
Year 1

	To leave spaces between words. **Reading** • To be able to explain clearly what is read to them. • To be able to check that the text makes sense to them as they read and correct inaccurate reading. • To be able to answer and ask questions • To draw on what they already know or on background information and vocabulary provided by the teacher. • To be able to discuss word meanings, linking new meanings to those already known. • discussing word meanings, linking	to 100 in numerals; count in multiples of twos, fives and tens • Read and write numbers from 1 to 20 in numerals and words. **Addition and Subtraction with 20** • To represent and use number bonds and related subtraction facts within 20 • Add and subtract one-digit and two-digit numbers to 20, including zero. • Sole one-step number problems that involve addition	**RE** • To talk about places that are special to me • To identify places of worship for different religions • To recognise key features of different places of worship. • To talk about why places of worship are important To relate how people feel about places of worship to how I feel about special places in my life. **PE – Cognitive Cog** • I can follow simple instructions. • I can understand and follow simple rules. • I can begin to order instructions, movements and skills. **Geography** • To name and locate the 5 oceans and Seven Continents		Map of The World

Topic Overview
Year 1

	new meanings to those already known • To read words containing taught GPCs and -s, -es, -ing, -ed, -er, and est endings. • To re-read books to build up fluency. **This Half Term** **Reading** • To be able to discuss the sequence of events in books. • To discuss the significance of a title and the events. • **Writing** • To be able to use the pronoun 'I'. • To be able to use question marks to demarcate sentences. • Adjectives (ENP). • To write words using the suffix -ing.	and subtraction, using concrete objects and pictorial representations and missing number problems. **Fluency Facts** Number Bonds to 20. **Times Tables** Counting in 2s.	**PSHE – Keeping Safe** • Healthy Me • Super Sleep • How can help? • Harold loses Geoffrey • What could Harold do? • Good or bad touches • **Computing** • Know that an algorithm written for a computer is a program. Understand and use basic algorithms when programming a toy robot. • Create and debug simple programs. • Know that computers need a3 precise set of instructions. • Press buttons in a correct order to make a robot move and navigate basic routes using adult support. • Look at simple code and predict the outcome. • Use software/apps to create movement and patterns on screen. **MFL** **Under the Ocean** Le poisson Le crabe L'etoile de mer L'hippocampe Le poulpe Le morse Le dauphin **Music** **Animals** (unit 3) Musical Focus: Pitch Sing a song with contrasting high and low melodies (Unit 3)		

Topic Overview
Year 1

Topic	Under The Sea – Justice 2				
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression)	Enrichment	Suggested Outcomes
TBC	**Ongoing Skills Being Taught** **Writing** • To compose a sentence orally • before writing it. • To write a single clause sentence with a capital letter at the start and a full stop at the end. • To re-read what they have written to check that it makes sense.	**Place Value to 20** • 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 to and across 100, forwards and	• **Science – Working Scientifically** • Performing simple tests • Identifying and classifying • Using their observation and ideas to questions • • **Animals Including Humans** • Identify and name a variety of common animals including fish, reptiles and mammals • To identify and name a variety of ocean animals • To think about how ocean animals are suited to their ocean habitats • • **Seasonality** • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies	Amberly Museum Trip	Sea Animals Fact File

Topic Overview
Year 1

	• To sequence sentences to form short narratives. • To leave spaces between words. **Reading** • To be able to explain clearly what is read to them. • To be able to check that the text makes sense to them as they read and correct inaccurate reading. • To be able to answer and ask questions • To draw on what they already know or on background information and vocabulary provided by the teacher. • To be able to discuss word meanings, linking new meanings to those already known. • discussing word meanings, linking new meanings to	backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • Read and write numbers from 1 to 20 in numerals and words. **Place Value to 50** • Count across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numeral count in multiples of twos, fives and tens. • Identify and represent numbers using	**Art** • To create shapes and an effective collage with torn paper and paste. • Artist – Henri Matisse **PE – Creative Cog** • I can observe and follow others. • I can explore and describe different movements. • I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. **History** • To talk about personal and other peoples' past events • To use at least 1 source of information to answer questions about the past through simple observations of the source. To use common words to describe the passing of time; today, tomorrow, yesterday, a long time ago, in the olden days, before, later and after **PSHE – Rights and Responsibilities** • Harold's wash and brush up • Around and about school • Taking care of something • Harold's money • How should we look after our money? • **Computing** • Know that an algorithm written for a computer is a program. Understand and use basic algorithms when programming a toy robot. • Create and debug simple programs. • Know that computers need a3 precise set of instructions. • Press buttons in a correct order to make a robot move and navigate basic routes using adult support.		Art in the style of Matisse

Topic Overview
Year 1

	those already known • To read words containing taught GPCs and -s, -es, -ing, -ed, -er, and est endings. • To re-read books to build up fluency. **This Half Term** **Reading** • To learn to appreciate rhymes and poems, and to recite some by heart. • To be able to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. **Writing** • To use capital letters for names of people, places and the days of the week. • To use the conjunction and to	objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least, • Given a number, identify one more and one less. **Measurement** • To compare, describe and solve practical problems for lengths and heights. • To Measure and begin to record lengths and heights. • Compare, describe and solve problems for mass/weight. • Compare, describe and solve problems for capacity and volume.	• Look at simple code and predict the outcome. • Use software/apps to create movement and patterns on screen. **MFL** **Under the Ocean** Le poisson Le crabe L'etoile de mer L'hippocampe Le poulpe Le morse Le dauphin **Music** **Travel** (unit 11) Musical Focus: Performance Combine voices and movement to perform a chant and a song (Unit 11) Create, play and combine simple word rhythms (Unit 11)		

Topic Overview
Year 1

	join sentences together • To write words using the suffix -ed	**Fluency Facts** Doubles and Halves **Times Tables** Counting in 2s.			

Topic	**The Secret Life of Plants – Courage 1**				
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression)	Enrichment	Suggested Outcomes
TBC	**Ongoing Skills Being Taught** **Writing** • To compose a sentence orally before writing it. • To write a single clause sentence with a capital letter at the start and a full stop at the end. • To re-read what they have written to check that it makes sense.	**Multiplication and Division** • 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. **Fractions** • To recognize, find and name a	**Science – Working Scientifically** • To identify and classify. • Gathering and recording data to help in answering questions. • Observing closely, using simple equipment. • Using their observations and ideas to suggest answers to questions. **Plants** • 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. **Art** • Paint familiar objects applying mixing and matching skills. • Make a clean print and print a repeated pattern. (Paul Klee) • To be able to choose materials to print own picture and explain reasons for their choices. • Famous Artist – Van Gogh	Staunton Country Park Visit	Planting and growing Art in the style of Klee and Van Gogh

Topic Overview
Year 1

	• To sequence sentences to form short narratives. • To leave spaces between words. • To write using the conjunction 'and'. **Reading** • To be able to explain clearly what is read to them. • To be able to check that the text makes sense to them as they read and correct inaccurate reading. • To be able to answer and ask questions • To draw on what they already know or on background information and vocabulary provided by the teacher. • To be able to discuss word meanings, linking new meanings to those already known. • discussing word meanings, linking new meanings to	half as one of two equal parts of an object, shape or quantity. • To recognize, find and name a quarter as one of four equal parts of an object, shape or quantity. **Position and Direction** • Describe position, direction and movement including whole, half, quarter and three-quarter turns. **Fluency Facts** Addition Bonds Within 20 **Times Tables** Counting in 5s.	**PE – Physical Cog** • I can move confidently in different ways. • I can perform a single skills or movement with some control. • I can perform a small range of skills and link two movements together. • I can perform a range of skills with some control and consistency. • I can perform a sequence of movements with some changes in level, direction or speed. **Geography** • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map **PSHE – Being My Best** • I can eat a rainbow • Eat Well • Catch It, Bin It, Kill It! • Harold Learns to ride his bike • Pass on the praise • Harold has a bad day **Computing** • Explore websites with a teacher and discuss what can be seen. • Begin to perform simple online searches with adult support. • Explore and develop basic editing skills to enhance photographs and videos after retrieving them from • a saved location with adult support. • Talk about how work can be published in different ways e.g. typed document, flipchart, video etc.		Own Map

Topic Overview
Year 1

	those already known • To read words containing taught GPCs and -s, -es, -ing, -ed, -er, and est endings. • To re-read books to build up fluency. **<u>This Half Term</u>** **<u>Reading</u>** • To learn to appreciate rhymes and poems, and to recite some by heart. • To be able to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. **<u>Writing</u>** • To use exclamation marks. • To write words using the suffix -est		• Develop an understanding of how technology has changed over time. • Begin to use Google applications, developing skills including logging on with a QR code and uploading a piece of work to a class feed. Create digital portfolio on google classroom **<u>MFL</u>** **Superheroes** Je peux Je suis Je suis *Colours in French repeated* **<u>Music</u>** **Weather** (unit 4) Musical Focus: Exploring Sounds Control vocal dynamics, duration and timbre (Unit 4) Explore and control dynamics, duration, and timbre with instruments (Unit 4) Improvise descriptive music (Unit 4) Respond to music through movement (Unit 4) Identify a sequence of sounds (structure) in a piece of music (Unit 4)		

Topic Overview
Year 1

Topic	Sun, Sea and Sand – Courage 2				
Suggested Texts	English	Mathematics	Wider Curriculum (Taken from Skills Progression)	Enrichment	Suggested Outcomes
TBC	**Ongoing Skills Being Taught** **Writing** • To compose a sentence orally • before writing it. • To write a single clause sentence with a capital letter at the start and a full stop at the end. • To re-read what they have written to check that it makes sense. • To sequence sentences to form short narratives. • To leave spaces between words. • To write using the conjunction 'and'. **Reading** • To be able to explain clearly what is read to them.	**Number and Place Value Within 100** • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Identify and represent numbers using objects and pictorial representations, including the number line. • To count, read and write numbers to 100 in numerals. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations	**Science – Working Scientifically** • To identify and classify. • Gathering and recording data to help in answering questions. • Observing closely, using simple equipment. • Using their observations and ideas to suggest answers to questions. **Materials** • To identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Gathering and recording data to help in answering questions. **Seasonality** • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies **RE** • To discuss how people look after each other • To explain the story in The Good Samaritan • To recognise why offering the langar meal is an important part of being a Sikh • To understand how caring for others relates to my own life **DT** • To explore different joining techniques with fabric, • To use methods such as adding sequins or printing to alter the appearance of fabric. • Make use of templates to produce shapes. • To be able to choose materials to print own picture and explain reasons for their choices.		Puppet

Topic Overview
Year 1

	• To be able to check that the text makes sense to them as they read and correct inaccurate reading. • To be able to answer and ask questions • To draw on what they already know or on background information and vocabulary provided by the teacher. • To be able to discuss word meanings, linking new meanings to those already known. • discussing word meanings, linking new meanings to those already known • To read words containing taught GPCs and -s, -es, -ing, -ed, -er, and est endings. • To re-read books to build up fluency. **This Half Term**	including the number line and use the language of; equal to, more than, less than (fewer), most, least. **Money and Time** • To recognize, and know the value of different denominations of coins and notes. • To sequence events in chronological order using appropriate language. • To recgonise 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	**PE – Physical Cog** • I can move confidently in different ways. • I can perform a single skills or movement with some control. • I can perform a small range of skills and link two movements together. • I can perform a range of skills with some control and consistency. • I can perform a sequence of movements with some changes in level, direction or speed. **History** • To talk about personal and other people's past events. • To use common words to describe the passing of time; today, tomorrow, yesterday, a long time ago, in the olden days, before, later, after. **PSHE – Growing and Changing** • Inside my wonderful body • Taking care of a baby • Then and Now • Who can Help? • Surprises and Secrets • Keeping Privates Private **Computing** • Explore websites with a teacher and discuss what can be seen. • Begin to perform simple online searches with adult support. • Explore and develop basic editing skills to enhance photographs and videos after retrieving them from • a saved location with adult support. • Talk about how work can be published in different ways e.g. typed document, flipchart, video etc.		

Topic Overview
Year 1

	Reading • To read words with contractions. • To be able to draw inferences on the basis of what is said and done. **Writing** • To use exclamation marks and question marks • To write words words containing taught GPCs and -s, -es, -ing, -ed, -er, and est endings.	clock face to show these times. • To measure and begin to record time. • To compare, describe and solve practical problems for time. **Fluency Facts** Counting in 2s, 5s, and 10s. **Times Tables** Counting in 5s.	• Develop an understanding of how technology has changed over time. • Begin to use Google applications, developing skills including logging on with a QR code and uploading a piece of work to a class feed. Create digital portfolio on google classroom **MFL** **Teddy bears picnic** On va faire un pique-nique, Un pique-nique La foret, Un sandwich Un bon jus, Cache-cache, nounours **Music** **Water** (unit 12) Musical Focus: Pitch Use voices to create descriptive sounds (Unit 12) Use instruments to create descriptive sounds (Unit 12) Create a picture in sound (Unit 12) Understand musical structure by listening and responding through movement (Unit 12)		