

### Year 1 Overview 2023 – 2024

	Autumn		Spring		Summer	
Topic	If You Go Down to The Woods Today	Let's go exploring	Stories From Around The World	Animal Magic	Finding an egg (It's a secret but it's 'Dragons'!)	Are we nearly there yet?
Trips / Visits				British Wildlife Centre		Brooklands
Writing Books or inspirational text source	'We're Going on a Bear Hunt' by Michael Rosen 'Where's My Teddy?' Jez Alborough	Lost and Found' by Oliver Jeffers	The Gingerbread Man (America) Baobab Tree (Africa) The Magic Porridge Pot (Europe)	Various books/websites based on animals 'Dear Zoo' (Rod Campbell) Animal fact posters DK findoutabout.com	<i>A series of letters:</i> A letter from Mr Smith (the caretaker at St. Paul's!) A mysterious letter from the Museum... Using suffixes :-ed –ing	Mrs Armitage on Wheels (Quentin Blake) Transport poems: <i>Go, go, go!</i> <i>At the Car Wash</i> <i>Down by the station</i> <i>Diggers!</i> Using suffixes :er –est
English	'We're Going on a Bear Hunt' by Michael Rosen 'Where's My Teddy?' Jez Alborough Simple sentence structure. Capital letters for names and to start a sentence. Capital letters for names and to start a sentence Adjectives, Nouns Conjunction – 'and' Character and setting description Daily phonics Handwriting practise – linked to letter groups <b>Purpose and Audience</b> To know what a sentence is To write a simple sentence To write and use adjectives To begin to use 'and'	'Lost and Found' by Oliver Jeffers Information writing about penguins Instruction writing about how to look after a penguin Writing about what they would need to take on an expedition to Antarctica (link to History) Questioning Sentence construction continued Capital letters for names and to start a sentence Using two adjectives, nouns Conjunction – and, because Character description Daily phonics	Range of traditional tales from other countries The Gingerbread Man (America) Baobab Tree (Africa) The Porridge Pot (Europe) Learning a patterned text with actions to aid independent writing.  Use time words to start sentences (first, next, then, etc)  Daily phonics Handwriting practise – linked to letter groups  <b>Purpose and Audience</b> To learn patterned text and innovate with own idea (Pie Corbett style)	Books based on animals Information/non fiction writing Create a new animal using front and back parts of two different animals. Write a description of the animal. Identify and find out facts about British Wildlife and pets. Use facts to write own information texts using heading, sub heading, topic sentence, technical words and captions. Write individual senses poem. Daily phonics Handwriting practise – linked to letter groups  <b>Purpose and Audience</b>	Find an egg, letter from museum Describing different "weather dragons" using adventurous adjectives Suffixes Daily phonics Handwriting practise – linked to letter groups  <b>Purpose and Audience</b> To help museum of unusual things identify and care for types of dragons To write a set of instructions on how to care for a dragon in response to letters from Museum of Unusual things	Mrs Armitage on Wheels Story writing Non fiction: Labels and information for our class museum Suffixes Daily phonics Handwriting practise – linked to letter groups  <b>Purpose and Audience</b> To write sentences which link to form a simple story To write sentences giving information about an artefact for our class transport museum <b>Linked to History</b>

	<p>Using senses in the copse to create a whole class Autumn poem to rehearse and perform for other class.</p>	<p>Handwriting practise – linked to letter groups</p> <p><b>Purpose and Audience</b> To find out facts and write information in sentences on penguins To use the information about penguins to write a set of instructions for the boy from 'Lost and Found' about how to look after a penguin. Write about what would need to take on an expedition to the South Pole. <b>Linked to History</b></p>	<p>To create own tree and describe using adjectives and nouns.</p> <p>To write an alternative story about the magic pot and what might happen.</p>	<p>To write a leaflet about dogs – appearance/ habitat/ food To create a poster about a badger – appearance/ habitat/ food</p> <p>To perform senses poem to the rest of the class.</p> <p><b>Linked to Science</b></p>		
Maths	<p>-Counting, ordering and writing numbers to 20. -Sorting objects in different ways -Comparing groups of objects- language of fewer/ more/ less/ greater etc -1 more/ less than -Counting forwards and backwards from different numbers -Addition using practical objects (and part- whole model) and use of associated vocabulary.</p>	<p>-Time: Days of the week, months of the year. Language of today, tomorrow etc -Addition pairs that total 10 -Odd and Even Numbers -Counting in 2s Subtraction using practical objects (and part- whole model) and use of associated vocabulary Begin to write &amp; solve subtraction number sentences. - 2D shapes and their properties</p>	<p>-Counting in 10s - Counting in 5s -Place Value up to 50 – partition into 10s and 1s (including introducing dienes) - 3D shapes and their properties. -Measures – length and height</p>	<p>-Addition and Subtraction- to 20 (including pairs of numbers that total 20) -Measures – weight and volume</p>	<p>-Place value up to 100 -Describe position, directions and movement including half, quarter and three -quarter turns -Time – order events, o clock and half past</p>	<p>-Fractions- halves and quarters -Halving and doubling -To be able to divide a quantity of objects by sharing equally- make practical arrays -Money -recognition and ordering coins</p>

	Writing addition number sentences.					
Science	<b>Seasonal Change</b> <i>Working scientifically</i> <i>Observe closely, identify and classify</i> <i>gather and record data and use observations to answer questions,</i> (All year – observe changes across the four seasons –signs of Autumnal change) Hibernation	Not a focus this half term  Continue to observe Seasonal Change  <i>Weather diary for a week</i>	<b>Materials</b> <i>Working scientifically</i> <i>Asking simple questions, Observe closely, identify and classify</i> <i>gather and record data and use observations to answer questions,</i> Sort, compare & group by properties. Identify and name a variety of materials. Naming objects and material it's made from; describe properties. Predicting/generate questions Record results in different ways	<b>Animals</b> (including Humans) <i>Working scientifically</i> <i>Asking simple questions; Observe closely, identify and classify</i> <i>gather and record data and use observations to answer questions,</i>  Identify senses and associated body parts. Name main body parts of humans and a variety of animals (including pets) and compare. Identify and name variety of animals including fish, amphibians, reptiles, birds and mammals (begin to learn the names for each group) Identify and name a variety of carnivores, herbivores and omnivores  Continue to observe Seasonal Change <i>Weather diary for a week</i>	<b>Plants</b> <i>Working scientifically</i> <i>Observe closely, identify and classify</i> <i>gather and record data and use observations to answer questions,</i> <i>Perform simple tests</i> Parts of the plant Growing and observing Name and identify a range of common flowering wild and garden plants and trees (deciduous and evergreen) Identify and describe the basic structure of a variety of common flowering plants, including trees  Continue to observe Seasonal Change	Continue to observe Seasonal Change  <i>Weather diary for a week and compare with the weather records kept over the year.</i> Which month had the coldest/ hottest temperatures? etc

RE	<p><b>Christianity – Why do Christians call God ‘Creator’</b></p> <p>‘Create’ / ‘creation’ / ‘creator’ • Biblical creation story • God as ‘creator’ of the world &amp; in other parts of the Bible • Celebration of Harvest</p>	<p><b>CHRISTIANITY: What is the ‘Nativity’ and why is it important to Christians?</b></p> <p>• ‘Nativity’ as the birth of Jesus • Other important people in the Nativity • Why did angels announce Jesus’ birth? • Diversity of Nativity sets across the world • Christmas as focus of worship of Jesus</p>	<p><b>CHRISTIANITY: What do Christians learn from stories of Jesus?</b></p> <p>Stories about Jesus, baby → man • Jesus human ‘like us’ and divine, ‘like God’ • Jesus’ stories (‘parables’) &amp; miracles • Christians as ‘followers’ of Jesus • End with Easter story and symbols</p>	<p><b>Why do people tell stories?</b></p> <p>Stories help us understand life; teach us to be better people; about real events; to comfort &amp; link us to others • Stories linked to festivals; add Hanukkah / Purim • Aesop’s Fables / Badger’s Parting Gifts</p>	<p><b>JUDAISM: What is the Torah &amp; why is it so important to Jewish families?</b></p> <p>• What makes a book special? • Torah is special as it contains God’s words &amp; rules for living (mitzvot) • How Jewish people show the Torah is special in how it’s treated &amp; where it lives</p>	<p><b>JUDAISM: Why do Jewish families celebrate the gift of Shabbat?</b></p> <p>Shabbat as a special gift of rest • Links with creation story • Friday night meal &amp; symbols; Saturday night ceremony as start of new week</p>
Computing	<p>Online Safety ‘We are Year 1 rule writers’</p> <p><b>Technology around us:</b></p> <p>Develop understanding of technology and how it can help them in their everyday lives. Become familiar with the different components of a computer by developing keyboard and mouse skills. Consider how to use technology responsibly. Learn to log on and type user name correctly</p>	<p>Online Safety: ‘We are kind and thoughtful’</p> <p><b>Digital painting:</b></p> <p>Develop understanding of a range of tools used for digital painting. Use these tools to create digital paintings inspired by artists work.</p> <p>(MS Paint)</p>	<p>Online Safety: We are responsible internet and device users</p> <p><b>Moving a robot</b></p> <p>Introduction to early programming concepts. Use individual commands, both with other learners and as part of a computer program. Introduction to the early stages of program design through the introduction of algorithms.</p> <p>(Bee-Bots)</p>	<p>Online Safety: ‘We are information protectors’</p> <p><b>Grouping data:</b></p> <p>Introduction to data and information. Labelling, grouping, and searching. Logging on to the computers, opening their documents, and saving their documents.</p>	<p>Online Safety: ‘We are good digital citizens’</p> <p><b>Develop understanding of using a computer to create and manipulate text.</b></p> <p>Become more familiar with using a keyboard and mouse to enter and remove text. Consider how to change the look of their text, and will be able to justify their reasoning in making these changes.</p> <p>(MS Word)</p>	<p>Online Safety: ‘We are responsible gamers’</p> <p><b>Introduction to on-screen programming through</b></p> <p>Explore the way a project looks by investigating sprites and backgrounds. Use programming blocks to use, modify, and create programs. Introduction to the early stages of program design through the introduction of algorithms.</p> <p>(Scratch Jr)</p>
History	<p>Not a focus this half term</p>	<p>Famous explorers Captain Scott</p> <p>Compare equipment with Prince Harry modern trek (asking questions)</p> <p>Research skills</p>	<p>Not a focus this half term</p>	<p>Toys now and then.</p> <p>Comparing toys within living memory- Look at and describe the differences between toys</p>	<p>Not a focus this half term</p>	<p>History of transport – Significant places and people in locality – first world race track at Brooklands by Hugh Locke King</p>

		Finding out about explorers in the past (Introduce class history timeline – where does Scott's expedition go on the timeline?)		from the past and modern toys. Order pictures of toys on a timeline.		Changes beyond living memory – the first flight – the Wright Brothers and women in aviation. Focus on the history of the bicycle and how it has changed over time. Create own “artefacts” for a class transport museum (post trip) and write information label to go with it.
Geography	<b>Where do I live?</b> What are the 4 countries of UK and their capital cities.? Where in the world is the UK? What are the features of the countries of the UK? Where do I live? Identifying location of the school and local area. What is it like in Dorking? Looking at bird's eye views Look at maps- what are they? Why do we use them?		<b>What are Hot and cold places like?</b> Where in the world are hot and cold places? Identify and label equator and poles on a world map. Compare a hot and cold place. What is it like? How is it changing? How does it compare to another place? What is the weather like?		<b>All around the world</b> Identify the 7 continents of the world. What is like to live there? Can they find each place on a map? What animals live there? How does it compare to other places? How are places connected?	
Art	Mark making using different media. Self-portraits for Art book assessment. Collage of copse Artists: <b>Bridget Riley</b>	Not a focus this half term	Not a focus this half term	Clay – pinching 3d Use modelling materials, squeezing, pinching and rolling them to make familiar objects Hedgehog	Not a focus this half term	Experiment with printing monoprints and found objects Using vehicles to paint with (Transport topic)

	<b>Beatriz Millhazes</b> - Brazilian abstract artist			Mix primary colours to make secondary Create animal painting And a collage  Artists : <b>Henri Matisse</b> - cut outs 'The Snail' etc		Observational drawing of bike. (Link to transport topic) Artist: <b>Ian Cook</b> "Pop Bang Colour" Printing
DT	Not a focus this half term	Plan a design and select tools to cut, and join and shape materials Evaluate ideas and product against criteria  <i>Make free standing tent for toy</i> – link to History work on Scott's expedition to Antarctica <b>Project on a page</b>	Explore and use mechanisms (levers, sliders, wheels) Evaluate ideas and product against criteria <i>Make a picture with moving parts for a story</i> (linked to Topic)  <b>Project on a page</b>	Not a focus this half term	Cooking: Design, make and evaluate a <i>Healthy dragon themed sandwich</i> (Cutting and grating skills, understand where food comes from) Evaluate ideas and product against criteria  <b>Project on a page</b>	Not a focus this half term
PE	Outdoor – Cooperative games  Indoor - Dance- Follow Dance planning for Year 1 – Weather topic	Outdoor - <b>cooperative and playground games.</b>  Indoor - Gymnastics - Follow Gym planning for Year 1- Shapes and landings	Outdoor – <b>cooperative and playground games.</b>  Indoor -Gymnastics - Follow Gym planning for Year 1- Using gym equipment	Outdoor – Golf  Indoor -Dance- Follow Dance planning for Year 1	Outdoor- Athletics  Outdoor – Golf	Outdoor- Athletics  <b>Outdoor – Fundamentals of PE (putting skills into practise)</b>
Music	Charanga: Hey You!	Charanga: Rhythm in the way we walk and banana rap	Charanga: In the groove	Charanga: Round and round	Charanga: Your imagination	Charanga: Consolidation and revision
PSHE	<b><u>Being Me In My World</u></b> The children are introduced to Jigsaw. As part of this they discuss	<b><u>Celebrating Difference</u></b> The class talk about similarities and difference between people and that	<b><u>Dreams and Goals</u></b> The class talk about setting simple goals, how to achieve them as well as	<b><u>Healthy Me</u></b> The class talk healthy and unhealthy choices make them feel. They talk about	<b><u>Relationships</u></b> Children's breadth of relationships is widened to include people they may	<b><u>Changing Me</u></b> Children are introduced to life cycles and identify the different stages. They

	<p>rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safe.</p>	<p>these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is okay to have differences from their friends. The children also talk about being nice to and looking after other children who might be being bullied.</p> <p><b>Anti- Bullying Week- Use SEAL resources and those linked to the Anti-Bullying Alliance yearly theme</b></p> <p>Aut 2 - <u>Online Safety – We are kind and thoughtful.</u> Understanding the impact of our behaviour on others.</p>	<p>overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p> <p><u>Online Safety – We are responsible internet and device users.</u> Children consider how much time they spend using devices and come up with ideas for other activities that they might do instead.</p> <p>SID – Safer Internet Day (Focus Day</p>	<p>hygiene, keeping themselves clean and that germs that can make unwell. The children learn about road safety as well as people who can help them stay safe.</p> <p><u>Online Safety – We are information protectors.</u> Finding out about personal information and keeping it private.</p>	<p>find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a family member and as part of a community, and are encouraged to celebrate this.</p> <p><b>NSPCC PANTS CAMPAIGN LESSON</b></p> <p><u>Online Safety – We are good digital citizens.</u> Developing awareness that good digital citizenship is important.</p>	<p>compare this with a human life cycle and look at simple changes from baby to adult. They discuss how they have changed so far and that people grow up. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>
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