

Year 1 Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context Title	Animal Antics!	Its cold outside!	Where shall I go next? <i>Time for Adventure</i>	Hop Little Bunnies!	Transport	Seaside
Text	Traditional tale: The three little pigs- <b>Talk for Writing</b> (Nosy Crow Book) Superworm <b>Talk for Writing</b> <i>Julia Donaldson</i>	Lost and Found <i>Oliver Jeffers</i>	<i>Meerkat Mail</i> <i>Emily Gravett.</i>	The Rabbit Problem Peter Rabbit Beatrix Potter	Emma Jane's aeroplane <i>Katie Haworth</i>  Percy's bumpy ride <i>Nick Butterworth</i>	Winnie and Wilbur at the seaside <i>Valerie Thomas</i>  Katie Morag Delivers the Mail <i>Mairi Hedderwick</i>  Secret of Black Rock <i>Joe Todd- Stanton</i>
Whole class reading book	Traditional tale: Little Red Riding Hood <i>Mara Alperin</i>  Poem: When I grow up (anon)  The Gruffalo <i>Julia Donaldson</i>  Mad about minibeast <i>Giles Andreae</i>  Bog Baby <i>Jeanne Willis</i>	Poem: Wild World- Arctic <i>Angela McAllister</i>  One day on our blue planet: Antarctic <i>Ella Bailey</i>  The Tiger who came to tea <i>Judith Kerr</i>  Peace at Last <i>Jill Murphy</i>  Elmer <i>David McKee</i>	Traditional tale: Chicken Licken  Poem: Where teachers keep their pets Paul Cookson  Whatever Next <i>Jill Murphy</i>  Giraffes Can't Dance <i>Giles Andreae</i>	Monkey Puzzle <i>Julia Donaldson</i>  Poem: Wind on the hill <i>A A Milne</i>  Owl Babies <i>Martin Waddel</i>  Funny Bones <i>Allan Ahlberg</i>	Traditional Tale: The magic porridge pot  Poem: What we found at the seaside <i>Kate Williams</i>  What the ladybird heard at the seaside? <i>Julia Donaldson</i>  The Rainbow Fish Marcus Pfister  Clem and Crab Fiona Lumbers	Poem: Please Mrs Butler Allan Ahlberg  Percy the Park Keeper - The Secret Path  Winnie the Witch <i>Valerie Thomas</i>
English	<ul style="list-style-type: none"> <li>- Hot seat the characters of the story</li> <li>- Create a story map</li> <li>- Learn the story using actions</li> <li>- Retell the story orally</li> <li>- Rewrite the story</li> </ul>	<ul style="list-style-type: none"> <li>-Write sentences for a fact file of a penguin.</li> <li>-Write thought bubbles.</li> <li>-Retell story.</li> </ul>	<ul style="list-style-type: none"> <li>-Write postcards</li> <li>-Retell of the story</li> <li>-Fact file</li> </ul>	<ul style="list-style-type: none"> <li>-Write accurate and meaningful sentences to describe characters.</li> <li>-Retell the story</li> </ul>	<ul style="list-style-type: none"> <li>-Description of the city</li> <li>-Simple rhyming verse</li> <li>-Retell of the story in role</li> <li>-Description of Percy</li> <li>-Recount of the day in role as Percy.</li> </ul>	<ul style="list-style-type: none"> <li>-Description of Winnie</li> <li>-Postcard</li> <li>-Retell of the story from Winnie's point of view</li> <li>-Description of the crab</li> <li>-Retell of the story from the crab's point of view</li> </ul>
Sounds Write	<u>Extended Code</u> <u>Unit 1-4</u>  Wk 1 & 2- <b>Unit 1 /ae/</b> Wk 3 & 4- <b>Unit 2 /ee/</b> Wk 5 - <b>Unit 3</b> spelling <ea> Wk 6 & 7- <b>Unit 4 /oe/*</b>	<u>Extended Code</u> <u>Unit 5-9</u>  Wk 1 <b>Unit 5</b> spelling <o> Wk 2 & 3- <b>Unit 6 /er/</b> Wk 4 & 5 <b>Unit 7 /e/</b> Wk 6 & 7 <b>Unit 8 /ow/</b>	<u>Extended Code</u> <u>Unit 10- 12</u>  Wk 1 & 2 <b>Unit 10 /oo/(moon)</b> Wk 3 & 4- <b>Unit 11 /ie/</b>	<u>Extended Code</u> <u>Unit 12- 15</u>  Wk 1- <b>Unit 12 /oo/</b> (book) Wk 2 <b>Unit 13</b> spelling <oo> Wk 3 & 4- <b>Unit 14 /u/</b> Wk 5- <b>Unit 15</b> spelling <ou>	<u>Extended Code</u> <u>Unit 16 -19</u>  Wk 1 & 2- <b>Unit 16 /s/</b> Wk 3- <b>Unit 17</b> spelling <s> Wk 4 & 5- <b>Unit 18 /l/</b> Wk 6 <b>Unit 19 /or/</b>	<u>Extended Code</u> <u>Unit 20- 23</u>  Wk 1 & 2- Unit 20 /air/ Wk 3 & 4- Unit 21 /ue/ Wk 5- Unit 22 spelling <ew> Wk 6 & 7- Unit 23 /oy/

		Wk 8 – Unit 9 spelling <ow>	Wk 5 & 6 Unit 12 /oo/ (book)			
Maths	Number- Place Value (within 10) Number- Addition and Subtraction (within 10) Geometry- shape		Number- Place Value (within 20) Number- Addition and Subtraction (within 20) Number- Place Value (within 50) Measurement- Length and Height Measurement- Mass and Volume		Number- Multiplication and Division Number- Fractions Geometry- Position and Direction Number- Place Value (within 100) Measurement- Money Measurement- Time	
Science	<b>Animals including Humans</b> <b>Working Scientifically:</b> How can we organise all of the zoo animals? Why do some animals eat meat and others do not? <b>Scientist- Linda Brown Buck</b>	<b>Seasonal change</b> (Autumn) <b>Working Scientifically:</b> How does the oak tree change over the year?	<b>Seasonal change</b> (Winter) <b>Working Scientifically:</b> What is the average rainfall in Standish in winter?	<b>Plants</b> <b>Working Scientifically:</b> How does the sunflower change as it grows?  Seasonal change (Spring)	<b>Everyday Materials</b> <b>Working Scientifically:</b> Which material keep things the warmest?	<b>Seasonal change</b> (Summer) <b>Working Scientifically:</b> What is the average temperature in Standish in Summer?
Cross curricular books	Tree: Seasons come seasons go  Little Goose's Autumn Ellie Woollard and Briony May Smith	I love the Seasons - Autumn	I love the Seasons - Winter	The Tiny Seed Eric Carle  I love the Seasons - Spring		I love the Seasons - Summer
Computing			<b>Information Technology</b> Research task - weather		<b>Programming</b> Bee Bots direction game	<b>Digital Literacy</b> Typing and word skills, children will learn the layout of a keyboard and how to type. They will follow a guided programme which will allow them to type with speed and purpose and understand how to hold their hands over the keyboard.
Digital Citizenship	<b>INTRODUCTORY SONG</b> <u>Media Balance is Important</u> How do we find a happy balance between our online and offline activities?		<b>MEDIA BALANCE &amp; WELL-BEING</b> <u>Pause for People</u> How do you say goodbye to technology when you don't want to?		<b>PRIVACY &amp; SECURITY</b> <u>Safety in My Online Neighbourhood</u> How do you go places safely online?	
Geography	<b>Local area study- Standish</b> Understanding Human and physical features of the local area and to recognise what Standish provides for us. <u>Focus Study: Standish</u>	<b>Hot and Cold</b> Understanding what a continent is and where they are located. <u>Focus Study: Comparing the weather in the Kalahari and London.</u>		<b>The UK</b> Know and locate the 4 countries of the UK and their cities.		<b>Seaside</b> Location of Blackpool in relation to Standish and the human and physical features of a seaside resort. <u>Focus study: Blackpool</u>

	Fieldtrip around Standish- What are the Human and Physical features of Standish and what does it provide for us?					
History		Changes within living memory- <b>Standish over time</b>			Events beyond living memory that are significant nationally or globally - <b>the first aeroplane flight (Wright Brothers)</b> The lives of significant individuals in the past who have contributed to national and international achievements. ( <b>Amelia Earhart &amp; Bessie Coleman</b> )	
Cross-curricular books					Little People Big Dreams Amelia Earhart	
DT		<u><b>Textiles</b></u> Design & make a clothing item to keep your hands warm at playtimes.	<u><b>Food</b></u> Design & make an appetising fruit salad.		<u><b>Structures &amp; Mechanisms</b></u> Moving pictures - aeroplane flight.	
Art and Design	<u><b>Painting</b></u> Understanding how colours signify emotions. Circles (painting) <b>Artist: Wassily Kandinsky</b> Expressionism Abstract			<u><b>Drawing</b></u> Investigate & create drawings in the style of Beatrix Potter. <b>Artist: Beatrix Potter</b> Naturalism Fantasy  <b>Book: Beatrix Potter's countryside</b>  <b>Book: Beatrix and her Bunnies</b> Rebecca Colby		<u><b>Weaving (craft)</b></u> Flotsam Weaving fish <b>Craftmaker: Jo Atherton</b>
PSHE	<u><b>Living in the Wider World (Citizenship)</b></u> To know what being a good citizen means To know that I belong to my class. To consider everyone's right to learn in my class.	<u><b>Celebrating Diversity</b></u> To understand what diversity is and why it matters. To explain how differences create diversity in our community.	<u><b>Community Project</b></u> As part of their DT unit, the children will be making a healthy and delicious fruit salad which they will take to Greenacres Residential Care Home in Standish.	<u><b>Economic Wellbeing</b></u> To understand what money is and where it comes from. To discuss things they can buy in the shops. To identify the difference between the things we want and the things we need.	<u><b>Relationships</b></u> To learn about what makes a family. To understand that I belong to a family. To identify what being a good friend means to me.	<u><b>Healthy Me</b></u> To know how to keep myself clean and healthy. To understand and discuss what it means to make healthy choices.

	To know my views are valued and contribute my ideas to our classroom rules. To recognise the choices I make and how they impact others.	To recognise and celebrate the similarities and differences between one another. To recognise the qualities that makes us special and unique.	They will take tablecloths, orange juice and fresh fruits to serve to the residents.	To know why it is important to keep money safe.	To explore different ways of being a good friend. To express my appreciation for the people in my special relationships.	To understand the difference between being healthy and unhealthy. To understand the importance of dental health. To explore safe and unsafe exposure to the sun and the associated benefits and risks.
PE	FMS-Underarm Throw <b>End of Unit Task: Colour Match</b>	FMS-Jumping <b>Core Task: Frogs</b>	FMS-Gymnastics <b>End of Unit Task: Groovy Gymnastics</b>	FMS-Jumping & Hopping <b>End of Unit Task: Steal the Eggs!</b>	Athletics <b>End of Unit Task: Mini Olympics</b>	FMS-Sports Day Practise
PE	FMS-Running and dodging <b>End of Unit Task: Treasure Island</b>	FMS-Rolling a ball <b>End of Unit Task: Battleships</b>	FMS-Overarm Throw <b>Core Task: Target Player</b>	Dance <b>Peter Rabbit</b>	FMS-Kicking <b>Core Task: Score</b>	Football <b>End of Unit Task: 3v1</b>
RE	<b>Christianity (God)</b> <b>Why do Christians say that God is a 'Father'?</b> Explore Christian use of the term 'father' to address God, especially in prayer and consider the importance of prayer in Christian life. Reflect on the human need for loving relationships, comfort and someone to talk to	<b>Christianity (Jesus)</b> <b>Why is Jesus special to Christians?</b> Explore the Christmas nativity story and gain an understanding of why Jesus is believed to be a special baby. Consider why Christmas is a special religious time for Christians and how, when and why humans might be vulnerable and in need of help.	<b>Islam</b> <b>How might beliefs about creation affect the way people treat the world?</b> Examine the Muslim belief in Allah as creator. The focus is to encourage pupils to consider Allah's role in creating and sustaining the world, and humankind's response to Allah. Pupils should think about and reflect on their responsibility towards creation..	<b>Judaism</b> <b>Why might some people put their trust in God?</b> Explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed. Consider about why promises and trust are an important aspect of human life.	<b>Hindu Dharma</b> <b>What do Hindus believe about God?</b> Explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. Consider how images of the deities in Hinduism are a visual representation of beliefs about God. Explore the complexity of identity and how people may be seen in different ways according to their role and relationship.	<b>Christianity (Church)</b> <b>How might some people show that they 'belong' to God?</b> Explore how the rite of baptism shows that Christians belong to Gods' family - the Church. Identify symbols, items and people liked to baptism and will reflect on why, in some Christian communities, parents choose to have their baby baptised. The focus of the enquiry is on belonging, sharing and learning within the practice of baptism and in pupils' lives.
Music	<b><u>Hey You!</u></b> How pulse, rhythm and pitch work together. <b>(Charanga)</b>	<b><u>Rhythm in the way we walk and banana rap</u></b> Pulse, rhythm and pitch, rapping, dancing and singing. <b>(Charanga)</b>	<b><u>Weather and Seasons</u></b> Exploring sounds and pitch <b>(Music Express)</b>	<b><u>In the Groove</u></b> Blues, Baroque, Latin, Bhangra, Folk, Funk <b>(Charanga)</b>	<b><u>Round and Round</u></b> Pulse, rhythm and pitch in different styles of music. <b>(Charanga)</b>	<b><u>Reflect, rewind and replay</u></b> <b>(Charanga)</b>

Forest School Projects	Creating small shelters with sticks and mud Minibeast Hunt Identifying trees and their features					
VR Experiences		The Kalahari				Seaside towns
Trips	Standish Trail			RHS Discovering Plants	Manchester Aerozone	