

Year 1 OVERVIEW	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Living Things	Get festive	Once upon a time	On the move	Nature detectives	
Featured authors	Jill Murphy	Martin Waddell	Allan Ahlberg	Benadict Blathwayt	Julia Donaldson	Sam Godwin
Science	Animals and Humans (Seasonal changes) 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.		Materials (Seasonal changes) 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. Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		Plants (Seasonal changes) 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.	
Geography		Local area and United Kingdom Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		Map work and weather Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		Contrasting locality Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

History	Childhood and toys Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Guy Fawkes The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Royal Family and Past Monarchs The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Transport Events beyond living memory that are significant nationally or globally for example the first aeroplane flight.		
Computing	Using programs, programmable toys and Online Safety Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Using programs, programmable toys and Online Safety Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Using programs, programmable toys and Online Safety Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.			
DT		Puppets Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Explore and evaluate a range of existing products.		Moving vehicle Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Explore and evaluate a range of existing products. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		Gardens Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable.

Art	<p>Portraits</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Fireworks and weaving, wax resist</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>Use a range of materials creatively to design and make products.</p>	<p>Printing / colour mixing</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Line drawing</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Sculpture</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Use a range of materials creatively to design and make products.</p>	<p>3D fantasy scenes</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Use a range of materials creatively to design and make products.</p>
PE - Games	<p>Travelling</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Ball Skills</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Playground games</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Ball skills and scooter training</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Ball skills</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Travelling</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>
PE - GYM	<p>Jumping and landing</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing</p>	<p>Jumping, bouncing and landing</p> <p>Master basic movements including running, jumping, throwing and catching,</p>	<p>Balancing on points</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing</p>	<p>Rocking and rolling using our bodies using apparatus. Linking sequences and describing how our bodies feel during different activities.</p> <p>Master basic movements</p>	<p>Rocking and Rolling, Wide, curled, narrow</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	

	balance, agility and co-ordination, and begin to apply these in a range of activities.	as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	balance, agility and co-ordination, and begin to apply these in a range of activities.	including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	
PE - Dance	<p>Linking movements</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>	<p>Celebration dances</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>	<p>Story dances</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>	<p>Sequences</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>	<p>Jumping, spinning, turning</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Perform dances using simple movement patterns.</p>
RE	<p>Understand what it means to be thankful.</p> <p>Identify the many different ways of showing we are grateful.</p> <p>Know the many ways in which people thank God. To know what people might thank God for</p> <p>Be thankful for our talents.</p> <p>Investigate that some religious people believe that God (Allah, Brahmin)</p>	<p>Find out what Christians believe about God.</p> <p>Know why it is important for Christians to follow the example of Jesus.</p> <p>Learn about Diwali and how it is celebrated.</p> <p>Know how Christians celebrate Christmas.</p>	<p>Know what book is special to Christians.</p> <p>Find out what we learn from Jesus' stories. To learn about stories Jesus told in the Bible.</p> <p>Find out what we learn from Jesus' stories. To learn about and from Jesus' miracles.</p> <p>Find out what we learn from Jesus' stories. To learn about and from Jesus' miracles.</p> <p>Find out what we learn from Jesus' stories. To learn about and from</p>	<p>Find out what we learn from Jesus' stories.</p> <p>Know where Christians worship.</p> <p>Know about Holi and how is it celebrated? To understand how colour is important to Hindus?</p> <p>Know how Christians celebrate Easter</p>	<p>To find out what Jewish people believe about God?</p> <p>To learn why Abraham is important to Jewish people.</p> <p>To learn why Moses is important to Jewish people.</p> <p>To learn about Eid-ul-Fitr and how Muslims celebrate it.</p> <p>To learn about the festival of Raksha Bandhan and how it is celebrated.</p>

	created the world. Explore why Christians celebrate Harvest.		Jesus' miracles		
PSHE	<p>Developing good relationships and respecting the differences between people.</p> <p>Understand what a family is. To understand why family and friends should care for each other</p> <p>Recognise we have lots of different feelings.</p> <p>Developing a healthy, safe lifestyle.</p> <p>Recognise what they are good at and set themselves simple goals of what they want to achieve next term.</p> <p>Understand how Golden rules help us to be part of the class, school and be a good friend.</p>	<p>Recognise that they can make simple choices that may improve their health and well-being</p> <p>Understand the beneficial effects of exercise upon their bodies.</p> <p>Understand that they belong to various groups and communities, such as family and school.</p> <p>Understand the importance of belonging to a group e.g. family</p> <p>Understand the importance of Christmas as a time to be with families</p> <p>Use strategies to stay safe when using ICT and the internet.</p>	<p>Understand that family and friends should care for each other.</p> <p>Realise that friends have needs and they have a responsibility to meet them.</p> <p>Understand that being able to share is an important quality in maintaining friendships.</p> <p>Understand rules for and ways of keeping safe.</p> <p>Respond to the needs of children in the class</p> <p>Further develop self-esteem, by recognising what they are good at.</p>	<p>Understand the importance of friendships.</p> <p>Aware of the qualities of a good friend.</p> <p>Discuss what makes us feel certain ways.</p> <p>Use strategies to stay safe when using ICT and the internet.</p> <p>Understand rules for and ways of keeping safe.</p> <p>Understand the golden rules.</p> <p>Understand expected behaviour when not in school.</p> <p>Understand that it is unacceptable to be greedy and it is good to share.</p> <p>Make a simple plan of a safe road.</p> <p>Communicate ideas in own way.</p>	<p>Use strategies to stay safe when using ICT and the internet.</p> <p>Make simple choices that improve their health and well-being.</p> <p>Realise that money comes from different sources and can be used for different purposes.</p> <p>Take part in a simple debate about topical issues which may include change?</p> <p>Think about themselves and learn from their experiences.</p> <p>Listen to others and work cooperatively.</p> <p>Identify and respect the difference between people.</p> <p>Reflect on early experiences of school.</p> <p>Predict changes and discuss them.</p>
Writing year objectives	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week English.</p> <p>Name the letters of the alphabet.</p> <p>Naming the letters of the alphabet in order.</p>				

Using letter names to distinguish between alternative spellings of the same sound.

Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

Using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).

Apply simple spelling rules and guidance, as listed in English Appendix 1 – write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Write sentences by saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Sequencing sentences to form short narratives.

Re-reading what they have written to check that it makes sense.

Discuss what they have written with the teacher or other pupils.

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Reading year objectives

Apply phonic knowledge and skills as the route to decode words.

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ♣ read other words of more than one syllable that contain taught GPCs.

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Re-read these books to build up their fluency and confidence in word reading.

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Being encouraged to link what they read or hear read to their own experiences.

Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

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.

Drawing on what they already know or on background information and vocabulary provided by the teacher.

Checking that the text makes sense to them as they read and correcting inaccurate reading.

Discussing the significance of the title and events.

Making inferences on the basis of what is being said and done.

Predicting what might happen on the basis of what has been read so far.

Participate in discussion about what is read to them, taking turns and listening to what others say.

Explain clearly their understanding of what is read to them.

Maths year objectives

Count to and across 100, forwards and 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.

Given a number, identify one more and one less.

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.

Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs.

Represent and use number bonds and related subtraction facts within 20.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

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.

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half), mass/weight (for example, heavy/light, heavier than, lighter than), capacity and volume (for example, full/empty, more than, less than, half, half full, quarter), time (for example, quicker, slower, earlier, later),

Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds), recognise and know the value of different denominations of coins and notes, sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning,

afternoon and evening], recognise 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 clock face to show these times.

Recognise and name common 2-D and 3-D shapes, including: 2-D shapes (for example, rectangles (including squares), circles and triangles) and 3-D shapes (for example, cuboids (including cubes), pyramids and spheres).

Describe position, direction and movement, including whole, half, quarter and three quarter turns.