

Year One Yearly Overview

	Autumn Term		Spring Term		Summer Term	
Topic Name	Ourselves	Celebrations	In the Jungle	Famous People	In the garden	Places we live
Literacy	<p style="text-align: center;">Into The Forest Morals and Fables e.g. Hare and the tortoise The Heron and the Fish</p>	<p style="text-align: center;">So much Story of Rama & Sita Guy Fawkes Nativity</p>	<p style="text-align: center;">Where the Wild things are The Enormous Crocodile Dear Greenpeace Meerkat Mail</p>	<p style="text-align: center;">Man on the Moon The Snorgh and the Sailor Jack and the Flum Flum Tree</p>	<p style="text-align: center;">Percy the Park Keeper Jack and the Beanstalk Jim and the Beanstalk</p>	<p style="text-align: center;">The three little pigs The big bad pig and the three little wolves The true story of the three little pigs</p>
Maths	<p style="text-align: center;">The case of the missing code breaker</p> <p>Number facts- Introducing characters and M17 (MathsAgents Training Headquarters) Sequencing and ordering numbers Writing numbers 1 more 1 less Counting in multiples of 2,5 and 10 Code breaking- adding numbers to 20</p>		<p style="text-align: center;">The case of the missing elephants</p> <p>Time Partitioning Multiples of 2,5,10 Repeating pattern – design a new Elmer (colour) Design a new enclosure for elephants using shape.</p>		<p style="text-align: center;">The park keepers problem</p> <p>Measuring length- flower bed (cut and stick how many flowers can you fit in?) Ordering flowers, calculate how many are needed of different types of flower Costing of plants Doubling and halving- sale of plants in park shop Division- sharing nuts and bread with park animals.</p>	
Science	<p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons Observe plant life/trees, minibeasts, spring/new animals, observe and describe weather associated with the seasons and how day length varies. Investigation: Take a photo at the same time (eg. Of a tree) once a half term <p>Scientific methods, processes and skills through the teaching of the programme of study content for years 1 and 2:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying 					

- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Animals including humans

- Identify, name, draw and label the basic parts of the human body (features of the face, head, legs, arms, shoulders, knees, toes, ankles, fingers, thumbs, hips, back) and say which part of the body is associated with each sense
- investigations/experiment s: experimenting with taste, Smartie colour/flavour test, blindfolded smell test etc..

Everyday materials

- 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
- investigate rock, wood, metal, glass, clay, go to a place of worship to identify the resources in location to link with celebration topic.
- describe the simple physical properties of a variety of everyday materials experiment: is metal waterproof? Why are windows made of glass?
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Animals including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals eg. Shark, dolphin, sting ray, goldfish, Amphibian: frog, toad, salamander Reptile: snake, lizard Birds: pigeon, seagull, sparrow, crow, kestrel, falcon Mammals: Polar bear, lion, tiger, elephant, whale School Visitor: Eagle Heights Visit: Hornimans or Marion Wilson, Natural History Museum.
- 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) Investigation: Eating chicken/fish to investigate the bones, (home/class assignment) Question: What food have you eaten at home that has bones?

Animals including humans

Lifecycle of a frog, tadpole observation

Lifecycle of a butterfly

Begin to think about planting wild flowers bizzzy lizzies, sweet peas, pansies,

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Book a Visit to Eltham environmental centre: tree rubbing, identifying trees, following a map

- identify and describe the basic structure of a variety of common flowering plants, including trees. Name the parts: Root, stem, leaf, petal, flower, branch, trunk

Geography

Geographical Skills and Fieldwork

- 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 compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the

	<p>location of features and routes on a map</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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. 				
			<p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <p>key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop seaside's</p> <p>Use world maps and atlases to identify hot and cold areas of the world.</p> <p>Weather patterns and how they affect plants, animals and people living/growing there. i.e. Why couldn't a Meerkat live in the North Pole?</p>		<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • 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 • Look at aerial photographs of where we live. • Find their road/house. • Create a simple map from home to school. • C.C with maths compass directions – location of objects places in relation to their home/school <p>Features of our local area (house styles etc.) compared to other non-European country.</p>

History	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Life when our parents/grandparents were young and how life has changed 	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally Significant historical events, people and places in their own locality. <p>Bonfire Night Remembrance Day When did they happen/why did they happen/what was the impact of these events for people?</p>		<ul style="list-style-type: none"> Lives of significant individuals who have contributed to National and International achievements <p>Florence Nightingale Neil Armstrong</p> <ul style="list-style-type: none"> Who were they? What did they achieve? What was the impact of their achievements? <p>Why were Neil Armstrong/Florence Nightingale brave?</p>		
D.T	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria. <p>Sensory equipment e.g. telephone, sniffing box, smelling pot, feely box. Using Beebots linked to senses.</p>	<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>3D bonfires Hindu food making Making poppies Making cakes- Christmas.</p>	<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Patchwork elephant</p>	<ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable <p>Design and make a space ships</p>	<ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable <p>Bench for the garden for Percy to sit on. Make a mini garden</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> use basic principles of a healthy and varied diet to prepare dishes. <p>Make apple pie</p>	<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics. <p>Puppets for Punch and Judy Show at the seaside</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> understand where food comes from. <p>Make ice lollies</p>
Art	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Focus on Henry Moore; history based making links to his sculptural works.</p> <p>Record observations from images and models.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Colour exploration with focus to Primary and secondary colours (without reference to the colour wheel)</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To draw links geographical links to specific jungle. Specific artist could be linked in here.</p> <p>Mask making linked to animals in the jungle</p>	<p>To use drawing (pencils) and (water based paints) painting to focus on Florence Nightingale.</p> <p>Observations from images of Florence Nightingale and artists representations.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To make observations from first hand, explore texture to touch.</p> <p>To introduce scale and perspective at basic</p>	<p>To use artist, craft makers (Andy Goldsworthy) to develop their own work.</p> <p>Use resources for observational drawings with charcoal pencils.</p> <p>Use natural resources from the local area to create 3d images and use photography as</p>

	To use modelling clay to create sculptures; represent the main skeleton of the human body(hands).	Mixed media collages			level. Use different resources for print and patterns.	evidence.
Computing	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. <p>We are treasure hunters Using programmable toys Purplemash 2GoBeebots(Ipads)</p> <p>Login and log off-shutting down. Finding programs. (key vocab-icon, desktop, navigate, connection)</p> <p>Keyboard skills- typing speed –bbc typing Using beebots linked to senses</p>	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <p>We are TV chefs Filming a recipe</p> <p>Word/Movie Maker/iMovie/Adobe Premier Elements 2Animate</p> <p>Muybridgizer (iPads)</p>	<ul style="list-style-type: none"> 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. <p>We are painters Illustrating an eBook</p> <p>TuxPaint/Paint/Word2Paint/Microsoft Paint</p>	<ul style="list-style-type: none"> 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. <p>We are collectors Finding images using the web Computer networks</p> <p>Internet browser/PowerPoint or IWB software/2investigate/Smart notebook Image /Powerpoint Gallery</p>	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. <p>We are storytellers Producing a talking book Communication/Collaboration</p> <p>PowerPoint/Photostory/Clicker5 2Create A Story (Animated stories) PowerPoint/Duck in the Truck (Ipads)</p>	<ul style="list-style-type: none"> recognise common uses of information technology beyond school. <p>We are celebrating Creating a card electronically</p> <p>PowerPoint/Word/Clicker5/2Publish /PowerPoint or Word</p>
R.E.	Christianity 1	Christianity 2	Islam 1	Islam 2	Hinduism 1	Hinduism 2
Music	<p>Sing a variety of songs such as “Dem Bones” – Perform with voices and discuss the importance of rests or ‘silences’. Children to play different parts in small groups and then perform as a chant or round.</p> <p>Add accompaniments to create compositions with</p>	<p>Christmas – practice music for Christmas performances.</p>	<p>Sing a variety of songs such as The Lion Sleeps, Animal Fair, Rain (See clip in file). Recreate the sounds of the Jungle using untuned instruments. Identify the musical elements -dynamics (loud and quiet) and texture (layering of sounds) and perform pieces with these in</p>	<p>Use sound effects and voices for stories and poems & explore ICT and recording – ipods to record children’s speeches. Children to listen to / sing famous songs or pieces that are recognised through famous people e.g. Holst, The Planets.</p>	<p>As a group, create a piece of music to show the growing of plants - play tuned and untuned instruments, discussing why instruments have been chosen. Remind children of the role of a conductor - gestures that mean start, stop, slower, faster, louder, quieter.</p>	<p>Children to sing seaside songs, chants and rhymes. Children to use tuned and untuned instruments to compose their own composition to symbolise the seaside.</p>

	voice and untuned instruments (blocks, claves, etc) to explore rhythm. Explore how sounds and silence creates different moods and effects.		mind. Teach children about conducting - start and stop playing with the signal of the drum.			
P.E.	Dance	Gymnastics	Netball – Throwing & catching	Football	Athletics	Tennis