



# Year 1 Overview



|               | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|---------------|---|--|--|--|---|---|
| Topic Title   | Geography<br>My Place, My School, My Local Area                       | History<br>Toys & Technology: How have toys and technology changed since my grandparents were alive? | Geography<br>What is the weather like in the UK?                     | History<br>Significant Individual Study: Why are Mae Jemison & Neil Armstrong considered brave people. | Geography<br>Oceans, Coasts & Seasides: Why do people visit the coast and how does it compare to where they live? | History<br>Oh I Do Like to be Beside The Seaside. How have holidays changed over time?      |
| Concepts      | Individuality, diversity and uniqueness                               | Change, love, happiness  | Home Belonging   | Community Wonder   | Resilience & Ambition   | Celebrating diversity<br>Awe and wonder   |
| Class Reader  | Picture books, stories and poems.                                     | Picture books, stories and poems.  | Picture books, stories and poems.                                    | Picture books, stories and poems.  | Picture books, stories and poems.   | Picture books, stories and poems.   |
| English Texts | Only One You Think Big!<br>Be Brave Little Penguin<br>The Lion Inside | We're Going on a Bear Hunt<br>The Night Box<br>Toys from the past<br>Harvey<br>Slumfenburger         | Where the Wild Things are<br>A Cloudy Lesson<br>Umbrella             | Beegu<br>Orion and the Dark<br>Look Up   | How Lighthouses Work<br>The Lighthouse Keepsers Lunch<br>Storm Whale<br>Instructions<br>Information texts         | The Secret of Black Rock<br>The Snail & the Whale<br>What the Ladybird Heard at the Seaside |
| English       | Sentence structure; letter and descriptive writing; poetry            | Story maps; retelling the story; story writing   | Writing opportunities linked to traditional tales and letters        | Letter writing<br>Non – fiction fact files.  | Description<br>Innovation of story  | Story writing<br>Sentence structure<br>Recounts<br>Poetry                                   |
| Maths         | Place Value within 10   | Addition & Subtraction within 10<br>Geometry - shape   | Place Value within 20<br>Addition & Subtraction within 20            | Place Value within 50<br>Length & height<br>Mass & Volume  | Multiplication & division<br>Fractions<br>Position & Direction  | Place Value within 100<br>Measurement (money & time)  |
| Science       | Animals, including humans<br>Diet/Senses/Body parts                   | Animals, including humans<br>Diet/Senses/Body parts  | Investigating materials<br>Properties<br>Investigations              | Investigating materials<br>Properties<br>Investigations  | Plants and growth   | Seasonal Change   |
| History       |   | What toys did children play with in the past?<br>How are they different to our toys?                 |  | When did people first travel into space?<br>Who was Neil Armstrong?                                    |   | How are the holidays we have now different to those in the past?                            |
| Geography     | Where is my school? What are the local surroundings?                  |  | What seasonal weather variations do we see in the UK?                |  | Where do I live in the UK?<br>How is my local area similar or different to coastal areas?                         |   |
| Art           | Portraits & seasonal art  | Klee Castle and Sun Painting   | Seasons Painting   | Van Gogh Starry Night  | Lighthouse & seaside art  | Seaside Art<br>Clay sea creatures   |
| DT            |   | Making a puppet toy. Sewing a button   |  | Make a fruit salad   | Moving pictures<br>Space Rockets  |   |
| Music         | <i>Menu Song</i> : active listening, beat, echo singing,              | <i>Colonel Hathi's march</i> : beat, march, timbre, film music (3 weeks)                             | <i>Football</i> : beat, ostinato, pitch/unpitched patterns, mi-re-do | <i>Dawn from Sea interludes</i> : beat, active listening,  | <i>Dancing and drawing to Nautilus</i> : active   | <i>Cat &amp; mouse</i> : mood, tempo, dynamics, rhythm,                                     |

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|                       | showing pitch moving   | <i>Christmas songs &amp; production</i>   |   | 20 <sup>th</sup> Century classical music<br><i>Musical conversations:</i> question and answer, timbre, graphic score | listening, electronic music                       | timbre, dot notation<br><i>Come dance with me:</i> call and response, echo singing and playing, playing percussion, crochet, quavers, crotchet rest, developing beat skills |
| <b>Computing</b>      | Online safety & exploring Purple Mash                              | Programming & coding  | Programming & coding  | Data Handling  | Music & sound – digital imagery                   | Technology  |
| <b>PE<br/>Real PE</b> | Footwork and balance   | Jumping, landing; and balance   | Exploring balance   | Real PE<br>Refreshing personal cog   | Real PE<br>Ball skills                            | Real PE<br>Athletics  |
| <b>RE</b>             | Christianity:<br>Does God want Christians to look after the world? | Christianity:<br>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Christianity: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Christianity: Was it always easy for Jesus to show friendship?   | Judaism: Is Shabbat important to Jewish children? | Judaism: are Rosh Hashanah & Yom Kippur important to Jewish children?   |
| <b>PSHE</b>           | Being me in my world<br>Feeling special & safe                     | Celebrating difference  | Dreams and goals<br>Steps to achieving goals  | Healthy me<br>Making healthy life style choices  | Relationships:<br>Families/Friends                | Changing Me<br>Lifecycles   |