

Year 1 Yearly Overview - 2021/2022

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
TOPIC	Healthy Humans/Our Community	Special Times	Marvellous Materials	Famous People	Green fingers	What a Wonderful World!
ENGLISH	<p>Fiction: Olivers Vegetables/Olivers Fruit Salad</p> <p>Non-fiction: Instructions</p> <p>Poetry: Whole class poem (speaking and performing with actions)</p> <p>*biography linked to black history month in continuous provision.</p>	<p>Fiction: The Nutcracker</p> <p>Non-fiction: Non-chronological report - Diwali</p> <p>Poetry: Colour poems/firework poems - repetitive poems. Eg. Red is...</p>	<p>Fiction: Peace at Last</p> <p>Non-fiction: Biography - linked to artist</p> <p>Poetry: Whole class poem (speaking and performing with actions)</p>	<p>Fiction: The Velveteen Rabbit</p> <p>Non-fiction: Persuasive advert for a toy.</p> <p>Poetry: Rhyming couplets</p>	<p>Fiction: Jack and the Jelly Beanstalk</p> <p>Non-fiction: Non-chronological - facts about plants.</p> <p>Poetry: Whole class poem (speaking and performing with actions)</p>	<p>Fiction: Snail and the Whale</p> <p>Non-fiction: Recount - Our school trip Postcard - Snail to the whale.</p> <p>Poetry: Acrostic sea poem.</p>
MATHS	<p>Number (Place Value within 10).</p> <p>Number (Addition and Subtraction within 10).</p>	<p>Number (Addition and Subtraction within 10).</p> <p>Geometry (Shape)</p> <p>Place Value (within 20).</p>	<p>Number (Addition and Subtraction within 20).</p>	<p>Number (Place Value within 50)</p> <p>Measurement (length and height). Measurement (Weight and Volume).</p>	<p>Number (Multiplication and Division).</p> <p>Number: Fractions.</p>	<p>Geometry (Position and Direction).</p> <p>Number (Place Value within 100).</p> <p>Measurement (Money).</p> <p>Measurement (Time).</p>
SCIENCE	<p>Humans: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.</p> <p>Seasonal Changes: Look at seasonal changes Signs of Autumn - Walk of school grounds. Observe and describe weather associated with the seasons and how long the day varies.</p>	<p>Seasonal Changes: Signs of winter - Walk of school grounds. Observe and describe weather associated with the seasons and how long the day varies.</p> <p>Investigation - What is the best material to keep the ice trolls cold?</p>	<p>Materials: Describe the simple physical properties of a variety of 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. Begin to describe the simple physical</p>	<p>Seasonal Changes: Signs of spring - Walk of school grounds. Observe and describe weather associated with the seasons and how long the day varies.</p> <p>Investigation - Awe and Wonder (colouring mixing experiment)</p>	<p>Growing Plants: Identify and name a variety of common garden plants, including deciduous and evergreen trees Identify and describe the basic structure (parts) of a variety of common flowering plants, including trees.</p> <p>Investigation - Grow a bean in a glass jar.</p>	<p>Animals: Identify and name a variety of animals (mammals, amphibians, reptiles, fish and birds). 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,</p>

Year 1 Yearly Overview - 2021/2022

	<p>Investigation – Food experiment (exploring seeds and stone etc)</p>		<p>properties of a variety of everyday material. Investigation - Which is the best material to keep the light out of Mr Bear's room so he can sleep?</p>			<p>birds and mammals, including pets). Seasonal Change: Signs of summer Investigation - Floating and sinking. Which materials can make boat that will float?</p>
<p>PSHE P4C/circle times/SMART thinking/zones of regulation/RSE throughout</p> <p>Health & wellbeing throughout: Describing and sharing a range of feelings, when and how to ask for help, and how to help others with their feelings.</p>	<p>Health & wellbeing: Recognising what makes them unique and special; feelings; managing when things go wrong. <i>H11, 12, 13, 14, 15.</i> Healthy and unhealthy foods <i>H2</i> Relationships: How behaviour affects others; being polite and respectful <i>R21, 22</i> Living in the wider world: What rules are; caring for others' needs; looking after the environment. <i>L1, 2</i></p>	<p>Health and wellbeing: Keeping healthy; food and exercise; hygiene routines. <i>H1, 2 (recap), 3, 4, 5.</i> Relationships: Roles of different people; families; feeling cared for <i>R1, 2</i> Living in the wider world: Strengths and interests; jobs in the community. <i>L14, 16, 17</i></p>	<p>Health and wellbeing: How rules and age restrictions help us keeping safe online. <i>H28, H34</i> Relationships: Recognising privacy; staying safe; seeking permission <i>R10, 13, 15, 16, 17</i> Living in the wider world: Using the internet and digital devices; communicating online. <i>L7, 8</i></p>	<p>Health and wellbeing: Recognising what makes them unique and special; feelings; managing when things go wrong. <i>H21, 22, 23, 24.</i> Relationships: Roles of different people; families; feeling cared for <i>R3, 4, 5</i> Living in the wider world: RECAP Strengths and interests; jobs in the community. <i>L14, 16, 17</i></p>	<p>Health and wellbeing: Keeping healthy; food and exercise; hygiene routines; sun safety <i>H8, 9, 10.</i> Relationships: RECAP Recognising privacy; staying safe; seeking permission <i>R10, 13, 15, 16, 17</i> Living in the wider world: RECAP Using the internet and digital devices; communicating online. <i>L7, 8</i></p>	<p>Health and wellbeing: RECAP How rules and age restrictions help us keeping safe online. <i>H28, H34</i> Relationships: RECAP How behaviour affects others; being polite and respectful <i>R21, 22</i> Living in the wider world: What rules are; caring for others' needs; looking after the environment. <i>L2, 3</i></p>
<p>HISTORY</p>	<p>Sequence events and recount changes within living memory Looking at and ordering key events - birth, first birthday, starting school etc.</p>	<p>Know about a historical event beyond living memory. Know about a historical figure. Know the story of Guy Fawkes and some key facts about him.</p>		<p>Describe some similarities and differences between artefacts and sort into then and now. Sort old and new toys. Interview the older generation about toys they used to play with. Historical events and figures – Teddy Roozevelt,</p>		

Year 1 Yearly Overview - 2021/2022

				Shirley Hughes, Van Gogh, Vivaldi		
GEOGRAPHY	<p>Human and physical Geography: Observe and describe weather associated with the seasons and how day length varies (seasonal changes).</p> <p>Geographical skills and fieldwork: Use simple fieldwork and observational skills to study the Geography of the school grounds. Use simple maps of the school and local area. Identify the key human and physical features of its surrounding environment.</p> <p>Use locational and directional language (near and far, left and right) to describe the location of features and routes. Make simple maps and plans linked to class story.</p>	<p>Use simple maps of the local area. Go on a walk and identify key features e.g. park, duck pond.</p> <p>Use simple observational skills to study the geography of the school and its grounds. Make a map of the school and use a key.</p> <p>Suggest ideas for improving the school environment. Look at places in the school e.g. playground/allotment and suggest ways to improve.</p> <p>Understand how some places are linked to other places. Look at writing a letter to a school in a different part of the UK. Look at how the letter would travel e.g. road, train.</p>	<p>Location knowledge: name and locate the four countries, which make up the British isles.</p> <p>Geographical skills and fieldwork: Browse non-fiction books, world maps, atlases, globes the internet to identify the United Kingdom and its countries.</p> <p>Be aware that countries have capital cities. Make simple maps and plans e.g. pictorial place in a story.</p>	<p>Human and physical Geography: Observe and describe weather associated with Spring. Complete a daily weather chart each morning What is the weather like where we live? What is your favourite season and why? What season do you dislike and why</p>		<p>Identify human and physical features. Compare two contrasting locations. Look at the key features of seaside/beach (Cudmore Grove) Locate on map and compare to Hatfield Peverel.</p> <p>Human and physical geography: Ask simple geographical questions.</p> <p>Compare England to a contrasting country in the world (non-European country) Be aware that weather is different to where you are in the world. Differences between human and physical geography.</p>
ART	<p>Colour: tints and shades.</p> <p>Painting: vary thickness of paintbrushes.</p> <p>Shapes: concentric circles (2D shapes).</p>	<p>Pattern: leaf and tree rubbings to show patterns in nature.</p> <p>Weaving: use strips of paper in a leaf shape.</p>	<p>Colour: shades and feelings. Sort colours. Bright colours mean happy colours.</p> <p>Pattern: repeating patterns on duvet cover.</p>	<p>Paint - experimenting with different types of paint and texture to represent water.</p> <p>Painting: textured paint by adding sand. Name and mix</p>	<p>Painting: watercolours and washes.</p> <p>Drawing: use of pencils to draw plant features.</p>	<p>Materials: print with materials and re-use materials (e.g. plastic)</p> <p>Textures: use different materials</p>

Year 1 Yearly Overview - 2021/2022

	<p>Artist: Wassily Kandinsky - colour. Comparing to Renata Bernal using shapes.</p>	<p>Patterns: repeated colours to make patterns. Printing: use paint on leaves fallen off trees. Patterns: make their own patterns with nature. Artist: Andy Goldsworthy nature art.</p>	<p>Painting: Vary thickness of paintbrushes. Materials: print with techniques of marbling and sponging for the background. Artist: Rene Magritte (The Reckless Sleeper).</p>	<p>primary colours to create secondary colours. Artists: Monet/Van Gogh.</p>	<p>Mark making using different types of pencils. Artist: Georgia O'Keeffe.</p>	<p>Sculpture: art solutions/clay/plasticine /playdoh Shapes - 3D. Artist: Variety of Aboriginal artists</p>
<p>DESIGN & TECHNOLOGY</p>	<p>Materials and joining Split pin joining To make a skeleton with moving joints - Talk about their ideas, develop their ideas, communicate their ideas, assemble and join materials, measure, mark, cut and follow safety procedure Cooking and nutrition: To cut food safely using the appropriate tools - Cutting, slicing, chopping, spreading (not tasting)</p>			<p>Wheels and axles Design and make a simple car -Talk about their ideas, develop ideas, communicate ideas, assemble and join materials, measure, mark, cut and follow safety procedure, evaluate.</p>		<p>Design Design boat out of recycled materials. Talk about their ideas, develop their ideas, communicate their ideas, assemble and join materials, measure, mark, cut and follow safety procedure, evaluate.</p>
<p>MUSIC Charanga and Music Express</p>	<p>Tempo and duration Listening and appraise different styles of music. Building up a repertoire of songs Performance EMC concert</p>	<p>Tempo and duration Adding instruments to accompany Christmas music. Performance Learn songs for Christmas</p>	<p>Pitch and dynamics Body percussion and correct use of untuned percussion instruments</p>	<p>Pitch, tempo, dynamics and compose Experiment with, create, select and combine sounds using the inter-related dimensions of music. play untuned instruments Performance Class assembly</p>	<p>Structure and duration Sing in two parts Learn simple notation to share with others and perform</p>	<p>Texture Charanga - definition of texture on Charanga Learn sea shanties adding body percussion and percussion instruments</p>
<p>COMPUTING</p>	<p>We are TV chefs Filming the steps of a recipe.</p>	<p>We are rhythmic</p>	<p>We are digital artists Creating work inspired by great artists.</p>	<p>We are treasure hunters Solving problems using programmable toys</p>	<p>We are publishers Creating a multimedia ebook</p>	<p>We are detectives Using data to solve clues.</p>

Year 1 Yearly Overview - 2021/2022

E-safety ongoing once every half term.		Creating sound patterns using scratchJr			about our achievements.	
RE	<p>Special People Looking at what makes us special, identifying people/pets who are special to us</p> <p>Christianity - well known stories about Jesus and stories about Harvest.</p> <p>Hinduism - Stories about Hindu Gods and Goddesses</p> <p>Sikhism - Stories about the childhood of Guru Nanak</p>	<p>Special People Making people feel special at birthdays and other times</p> <p>Christianity - The Christmas story</p> <p>Sikhism - Revisiting stories and learning about Guru Nanak celebrating Guru Nanak's birthday</p> <p>Hinduism - The story of Rama and Sita and the relevance of Lights at Divali</p>	<p>Special symbols & objects What is a symbol, special things in our home</p> <p>Christianity - Special objects which Christians might have in their homes and why these are important.</p> <p>Buddhism - - Looking at the Buddha image - Remembering the Buddha's life at the festival of Wesak/Vesak/Vaisakhi</p>	<p>Special symbols & objects What animals do we resemble? Is this the 'outer me' or the 'inner me'?</p> <p>Christianity - Easter symbols such as the cross</p> <p>Judasim - The Torah scroll, the story of how Moses led his people to freedom, remembering the story at the Seder meal during Pesach</p>	<p>Special things in nature Identifying what is special to us in the natural world.</p> <p>Christianity - The Genesis 1 creation story, The Christian duty to care for the natural world</p> <p>Hinduism - Talking about the Hindu creation story and discussing why it is important to Hindus</p>	<p>Special things in nature Looking after the natural world</p> <p>Christianity - Stories of Jesus and hymns about the beauty of the natural world, recalling some events in the story about St Francis</p> <p>Islam - The cave on Mount Hira where the Qur'an was revealed to Muhammad, Remembering the revelation of the Qur'an during Laylat al-Qadr, Stories about Muhammad's kindness to animals</p>
PE	<p>Yoga</p> <p>Fundamentals</p> <p>Ball Skills</p>	<p>Yoga</p> <p>Gymnastics</p> <p>Sending & Receiving</p>	<p>Yoga</p> <p>Dance</p> <p>Target Games</p>	<p>Yoga</p> <p>Invasion</p> <p>Net & Wall</p>	<p>Yoga</p> <p>Athletics</p> <p>Striking & Fielding</p>	<p>Yoga</p> <p>Swimming</p> <p>Team Building</p>