



## Yearly Overview: Year 1 2023-2024

### Year 1 overview 2025 – 2026

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Wow experiences and celebratory events</b>	Black History Month Geography workshop	Toy museum visit RE visit to a synagogue	Fieldwork (local area) Visit Sir Thomas Lipton's house	Animal workshop	Farm Visit	RAF Museum visit
<b>Writing</b>	Narrative texts (retelling & based on familiar story). Puffin Peter (Petr Horáček) Knuffle Bunny (Mo Willems),	Narrative texts (retelling & based on familiar story), instructions and explanation text. Three Little Pigs (Ladybird Classic), Eggbox Dragon (Richard Adams).	Narrative texts (retelling & based on familiar story), recount, persuasive letter. Magic Porridge Pot – The Story Tree	Poetry, letter, recount, non-chronological report. One Day in Our Blue Planet: in the Savannah, Owl Babies.	Narrative texts – retelling, letter, recount (diary entry), instructions. The Enormous Turnip, Patten's Pumpkin.	Poetry, persuasive letter, recount, instructions, non-chronological report. The Lonely Beast, The Way Back Home.
<b>Reading</b>	ELS phonics base line assessments, 1:1 reading, ELS phase 2-4 re-cap, introduce phase 5	Introduce guided reading	ELS scheme	ELS scheme	ELS scheme	ELS scheme
<b>Spelling</b>	Teach ELS phase 2-4 HRSW not previously covered.	ELS phase 5 HRSW	ELS phase 5 HRSW	ELS phase 5 HRSW	ELS phase 5 HRSW	ELS phase 5 HRSW
<b>Punctuation and Grammar</b>	Capital letters, full stops and spaces between words.	Capital letters, full stops and spaces between words.	-ed to form past tense	Suffix – ly to make adverbs from adjectives	joining words and joining clauses using "and, so, but, because"	Plural noun suffixes Question marks / Exclamation marks
<b>Maths</b>	Place value within 10 (sorting & counting objects, counting on from any number, ordering & comparing numbers)	Addition & Subtraction within 10 (number bonds to 10, writing number sentences, fact families), Geometry – Shape (recognise & name 2D & 3D shapes).	Place Value within 20, Addition and Subtraction within 20	Place value within 50, Length & Height, Mass & Volume	Multiplication & Division, Fractions, Geometry (Position & Direction)	Place value within 100, Measurement – Money, Measurement- Time
<b>Science</b>		Observe seasonal changes (Autumn) Big Question: How does the world around me change in a year? Observe changes across the four seasons; observe and describe weather associated with	Seasonal Changes (Winter) Big Question: How does the world around me change in a year? Observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.	Animals Including Humans Key Enquiry Question: What kind of animal is a human? To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of animals that are carnivores, herbivores and	Identifying plants Big Question: How do plants grow? To identify and name variety of common wild and garden plants, including	Observe seasonal changes (Summer) Big Question: How does the world around me change in a year? Observe changes across the four seasons; observe and describe weather associated with the

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		<p>the seasons and how day length varies.</p> <p>Choose appropriate material to design a waterproof hat for the Eggbox Dragon.</p> <p>Our Big Question is: why some materials suit certain objects better than others?</p> <p>We will be investigating: which materials are best for different purposes.</p> <p>We are working like scientists by developing and using these skills: Identifying and classifying, performing tests, gathering and collecting data, observing closely and using simple equipment.</p>		<p>omnivores. Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>To begin to observe and describe how seeds grow into mature plants</p>	<p>seasons and how day length varies.</p>
<b>History</b>		<p>Toys Past &amp; Present</p> <p>Our Big Question is: How have toys changed over time? Understand historical concepts such a change and continuity and to identify similarities and differences.</p>	<p>Our Local Area</p> <p>Learn about significant historical events, people and places in their own locality. (Sir Thomas Lipton)</p>		<p>History of Flight</p> <p>How has flight changed over the years? Why do we remember the Wright Brothers and Amy Johnson?</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer (development of flight)</p> <p>To describe significant people of the past</p>	
<b>Geography</b>	<p>Toys Around the World</p> <p>Our Big Question is: Which continent and</p>		<p>Our Local Area/ The UK</p> <p>Use simple fieldwork and observational skills to study the geography of their school</p>			

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	which country do we live in?		and its grounds and the key human and physical features of its surrounding environment. Devise a simple map; use and construct basic symbols in a key/ Investigate places			
<b>Art</b>	Explore colour and mark making. Kandinsky. Key Vocabulary: Concentric circles. Creating abstract art whilst listening to music.	Mixing secondary colours and adding white for tinting. Drawing and painting owls to share this knowledge.	Pencil drawings of kingfisher birds, lines of different thickness with different materials, water colour painting of the kingfisher.	Sculpture and ceramics. To create models from different materials, including junk modelling.	Sculpture and ceramics. To apply pinching and cutting techniques to form a clay owl.	Painting and print making. To use a variety of materials to impress print and to apply a range of mark making techniques.
<b>DT</b>		Storyboard for the school library to encourage pleasure for reading We will be creating/making/designing/ learning about Mechanisms – Sliders and Levers. We will be working like artists/designers by developing and using these skills: modelling and communicating our ideas through drawings and mock-ups with card and paper, selecting & using tools, evaluating our final product.	Making sandwiches for our Afternoon Tea		Design, make and evaluate a free standing bridge for Patten's Pumpkin for imaginary role-play: To understand how to make freestanding structures stronger, stiffer and more stable. To use technical vocabulary relevant to the project.	
<b>RE</b>	Christianity Our Big Question is: Was it always easy for Jesus to show friendship?	Christianity / Judaism Big Questions: What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? / Does celebrating Chanukah make Jewish children feel closer to God?		Christianity Big Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism Big Question: Is Shabbat important to Jewish children?	Christianity Big Question: Does God want Christians to look after the world?
<b>PSHE</b>	Friendship How important friendships are in making us feel happy and secure and how	Courage About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of	Determination How to recognise and talk about their emotions, including having a varied vocabulary of words to use.	Respect Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Kindness That families are important for children growing up because they	Tolerance The importance of respecting others, even when they are very different from them, or

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	people choose and make friends.	bystanders (primarily reporting bullying to an adult) and how to get help.			can give love, security and stability.	make different choices, or have different preferences of beliefs
<b>Computing</b>	We will be developing our understanding of technology and how it can help us. We will become more familiar with the different components of a computer by developing our keyboard and mouse skills, and also start to consider how to use technology responsibly.	We are exploring the world of digital art. We are creating our own paintings, while getting inspiration from a range of other artists.	Children will be also introduced to the early stages of program design through the introduction of algorithms.	This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.	Promote children's understanding of the various aspects of using a computer to create and change text. Children will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.	This unit introduces children to on-screen programming through ScratchJr exploring the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.
<b>French</b>						French Week
<b>Music</b>	Find the pulse, clap rhythms, learn and perform songs. Use poetry to express voice and rhythm. Use our voices expressively and creatively by singing songs and chanting rhymes.	Find the pulse, clap rhythms, learn and perform songs. Use poetry to express voice and rhythm. Use our voices expressively and creatively by singing songs and chanting rhymes.	Find the pulse, clap rhythms, learn and perform songs. Use poetry to express voice and rhythm. Use our voices expressively and creatively by singing songs and chanting rhymes.	Find the pulse, clap rhythms, learn and perform songs. Use poetry to express voice and rhythm. Use our voices expressively and creatively by singing songs and chanting rhymes.	Find the pulse, clap rhythms, learn and perform songs. Use poetry to express voice and rhythm. Use our voices expressively and creatively by singing songs and chanting rhymes.	
<b>PE</b>	Movement & Exploration Developing fundamental movement skills, become increasingly competent and confident to extend our agility, balance and coordination,	Gymnastics & Movement Skills Developing fundamental movement skills, become increasingly competent and confident to extend our throwing and coordination, individually and with others.	Coordination Skills To explore different ways they can strike a ball with different implements	Tag & Invasion Games Participate in team games, developing simple tactics for attacking and defending	Dance Perform dances using simple movement patterns.	Coordination skills To explore different ways they can strike a ball with different implements



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