

Learning Overview - Year 1 - 2022/23

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Up the Beanstalk	Our School and Local Area	Terrific Toys	Down on the Farm	The Great Fire of London	Coast to Coast
Trips / visitors	Local Area Walk- focus on trees	Local Area Walk- focus on human and physical features of the area	Toy box from Hampshire History	Trip to the farm	Fireman visit	Trip to the beach
Hook and Outcome	Hook Front cover of book Outcome Present character description to others in own year group	Hook Letter from Jolly Postman Outcome Read and walk through instructions with Reception children	Hook Mysterious old toys Outcome Class gallery for parents	Hook Invitation to visit the farm Outcome Make a film of the trip to the farm using iMovie	Hook Fireman visit Outcome Reconstruction of the Great Fire of London	Hook RNLI visit Outcome Tips to stay safe by the seaside presented to parents
Reading	Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPCs Read common exception words Read words containing taught GPCs and -s, -es, -ing, -ed, -er -est endings Read other words of more than one syllable containing taught GPCs Read contractions and understand the use of the apostrophe to show omitted letters Read phonetically decodable texts aloud accurately, re-reading to build fluency and confidence					
	<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 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 Discussing work meanings, linking new 	<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experiences Learning to appreciate rhymes and poems and to recite some by heart Discussing work meanings, linking new meanings to those already known Drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Link what they read or hear read to their own experiences Discussing work 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 	<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 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 Discussing work meanings, linking new 	<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Discussing work 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 are correcting inaccurate reading 	<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Discussing work 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 are correcting inaccurate reading

	<p>meanings to those already known</p> <ul style="list-style-type: none"> • 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 are correcting inaccurate reading • 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 	<ul style="list-style-type: none"> • Checking that the text makes sense to them as they read are correcting inaccurate reading • 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 	<p>they read are correcting inaccurate reading</p> <ul style="list-style-type: none"> • 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 	<p>meanings to those already known</p> <ul style="list-style-type: none"> • 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 are correcting inaccurate reading • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Writing	<p>Character description of a giant</p> <p>P= to help the reader imagine the giant</p> <p>A= the other Yr 1 class</p> <p>Information leaflet</p> <p>P= to help their family identify common plants, flowers and trees.</p> <p>A = parents and siblings</p>	<p>Instructions</p> <p>P= to teach new children how to find their way around the school.</p> <p>A= new children (to accompany maps of the school)</p> <p>Christmas Letters to familiar fairy tale characters</p> <p>P= to explain what gifts they are sending for Christmas and why</p> <p>A= JACK, GL, BB, BBW, LRRH</p> <p>Poetry- Fireworks</p>	<p>Information Fact Files on toys</p> <p>P= to compare toys then and now</p> <p>A= children in Yr 2</p> <p>Narrative - plot</p> <p>The Lost Toy</p> <p>P= to entertain</p> <p>A= Parents</p>	<p>Recount - personal recount of the trip to the farm.</p> <p>P= to share how much they enjoyed the events on the trip</p> <p>A=Mrs Newton and school governors</p> <p>Retelling</p> <p>P= to entertain</p> <p>A = assembly audience</p>	<p>Abstract Recount of the events of the Great Fire of London</p> <p>A= people interested in history</p> <p>P= To retell</p> <p>A diary entry in role as the Baker Boy</p> <p>A= themselves</p> <p>P = to capture thoughts and feelings</p>	<p>The Life of Grace Darling</p> <p>P= to record the key events in the life of a significant person</p> <p>A = Historians</p> <p>Narrative - plot</p> <p>A Rescue at Sea</p> <p>P= to entertain</p> <p>A= Parents</p>

SPaG	<p>Punctuate sentences with a capital letter and a full stop. Separate words with spaces. Use capital letters for proper nouns and the personal pronoun 'I' Combine words to make sentences</p>					
			<ul style="list-style-type: none"> • Introduce singular and plural • Use regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Join words and clauses using 'and'. • Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). 	<ul style="list-style-type: none"> • Use the prefix un- to change the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]. • Adding -er and -est to adjectives where no change is needed to the root word. 	<ul style="list-style-type: none"> • Begin to punctuate sentences with a question mark • Adding the suffixes -s and -es to words (plural of nouns and the third person singular of verbs) e.g. the turret <u>reaches</u> up to the sky. 	<ul style="list-style-type: none"> • Begin to punctuate sentences with an exclamation mark and question mark. • Adding the suffixes -s and -es to words (plural of nouns and the third person singular of verbs) e.g. the stable shelters the horses from the cold)
Maths	<p>Consolidating previous Reception experience</p> <p>Counting within 100 in different ways</p>	<p>Number and Place Value Comparing quantities and part-whole relationships</p> <p>Number and Place Value Addition and Subtraction Numbers 0-5</p> <p>Geometry Recognise compose decompose and manipulate 2D and 3D shapes</p>	<p>Geometry Recognise compose decompose and manipulate 2D and 3D shapes</p> <p>Number and Place Value Addition and Subtraction Numbers 0-10</p> <p>Addition and Subtraction Additive structures</p>	<p>Addition and Subtraction Additive structures</p> <p>Number Facts Addition and subtraction facts within 10</p>	<p>Number and Place Value Numbers 0 to 20</p> <p>Number Facts Unitising and coin recognition</p>	<p>Number Facts Unitising and coin recognition</p> <p>Other Position and direction</p> <p>Measure Time</p>
Science	<p>Plants - 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.</p>		<p>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 - describe the simple physical properties of a</p>	<p>Animals (including humans) - 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</p>		

	Working scientifically observing closely, using simple equipment identifying and classifying using their observations and ideas to suggest answers to questions		variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.	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.		
Longitudinal Study	Seasonal Changes- observe changes across the four seasons and describe weather associated with the seasons and how day length varies					
Computing	<u>Computing systems and networks</u> Technology around us Recognising technology in school and using it responsibly.	<u>Creating media</u> Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	<u>Programming A</u> Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	<u>Data and information</u> Grouping data Exploring object labels, then using them to sort and group objects by properties.	<u>Creating media</u> Digital writing Using a computer to create and format text, before comparing to writing non-digitally.	<u>Programming B</u> Programming animations Designing and programming the movement of a character on screen to tell stories.
Art	Drawing - to use drawing to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space..			Painting - Pink Lo Mein - to use painting to develop and share their ideas, experiences and imagination. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - learn 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		Collage - Henri Matisse - to use a range of materials creatively to design and make products. - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. - learn 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..
DT		Baking -select from and use a range of tools and	Making their own toy -explore and use mechanisms [for example,		Building Houses -build structures, exploring how they can be	

		equipment to perform practical tasks. -select from and use a wide range of ingredients	levers, sliders, wheels and axles], in their products. - design purposeful, functional, appealing products for themselves and other users based on design criteria		made stronger, stiffer and more stable	
History			Toys - changes within living memory		The Great Fire of London - significant historical events, people and places in their own locality - events beyond living memory that are significant nationally	Grace Darling - lives of significant individuals in the past who have contributed to national and international achievements
Geography	Start longitudinal seasons / UK display (link to Science)	Geographical skills and fieldwork - 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		Human and physical - use basic geographical vocabulary to refer to key physical features and key human features - identify seasonal and daily weather patterns in the United Kingdom		Locational knowledge -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
RHE	<p>Healthy Lifestyles: To learn about a healthy lifestyle and what constitutes a healthy lifestyle (hygiene, diet and how to manage feelings).</p> <p>Keeping Safe: To learn about how household products, including medicines, can be harmful. To also learn about how to keep ourselves safe in the environment we are in and asking for help if we are worried.</p> <p>Growing and Changing: To learn about how to set goals, understanding changes/losses and identifying the human body parts on boys/girls.</p>		<p>Healthy Relationships: To learn about the importance of keeping/sharing certain secrets, playing cooperatively and appropriate/inappropriate touch.</p> <p>Feelings and Emotions: To learn about the feelings of themselves and others, different behaviours and their impact, the idea that bodies and feelings can be hurt and the issues surrounding bullying.</p> <p>Valuing Difference: To learn about sharing views and opinions with others and to respect the differences and similarities between people.</p>		<p>Rights and Responsibilities: To learn about the idea that everyone is unique but we all have similarities, how to get help in an emergency and to respect/follow rules.</p> <p>Taking Care of the Environment: To learn about taking care of the local environment.</p> <p>Money: To learn about where money comes from, what it is used for and how to keep money safe.</p>	

Music	The Menu Song Active listening Movement to the beat	Colonel Hathi's March Beat march Timbre Christmas Performance	Football Beat Ostinato Pitched and unpitched Mi-ri-do	Who Stole My Chickens? Beats, rests, rhythms, patterns, Higher / lower	1A Dancing and drawing to Nautilus Active listening Musical signals, internalising the beat Draw to music Electronic music 1B Cat and Mouse Mood Tempo Dynamics Rhythm Dot notation	Come dance with me Call and response Tuned percussion Rhythm and syllables Pitch
RE	Special places and church Christianity	Journey's End Nativity - Journeys (Christianity)	Remembering Passover (Judaism)	Sadness and Happiness Key Events of Easter (Christianity)	Rules and Values Christianity and Judaism	Persuasion Why did people do what Jesus asked them? (Christianity)
PE	Team Games	Testlands to complete	Testlands to complete	Testlands to complete	Testlands to complete	Testlands to complete