

Year One Overview 2016/17

<p>Reading</p> <p>Match graphemes for all phonemes</p> <p>Read accurately by blending sounds</p> <p>Read words with very common suffixes</p> <p>Read contractions & understand purpose</p> <p>Read phonics books aloud</p> <p>Link reading to own experiences</p> <p>Join in with predictable phrases</p> <p>Discuss significance of title & events</p> <p>Make simple predictions</p>	<p>Writing</p> <p>Name letters of the alphabet</p> <p>Spell very common 'exception' words</p> <p>Spell days of the week</p> <p>Use very common prefixes & suffixes</p> <p>Form lower case letters correctly</p> <p>Form capital letters & digits</p> <p>Compose sentences orally before writing</p> <p>Read own writing to peers or teachers</p>	<p>Grammar</p> <p>Leave spaces between words</p> <p>Begin to use basic punctuation .? !</p> <p>Use capital letters for proper nouns</p> <p>Use common plural and verb suffixes</p> <p>Speaking and Listening</p> <p>Listen and respond appropriately</p> <p>Ask relevant questions</p> <p>Maintain attention and participate</p>
<p>Number/Calculation</p> <p>Count to / across 100</p> <p>Count in 1s, 2s, 5s and 10s</p> <p>Identify 'one more' and 'one less'</p> <p>Read & write numbers to 20</p> <p>Use language, e.g. 'more than', 'most'</p> <p>Use +, - and = symbols</p> <p>Know number bonds to 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems, including simple arrays</p>	<p>Geometry & Measures</p> <p>Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest</p> <p>Begin to measure length, capacity, weight</p> <p>Recognise coins & notes</p> <p>Use time & ordering vocabulary Fractions</p> <p>Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$</p> <p>Tell the time to hour/half-hour</p> <p>Use language of days, weeks, months & years</p> <p>Recognise & name common 2-d and 3-d shapes</p> <p>Order & arrange objects</p> <p>Describe position & movement, including half and quarter turn</p>	<p>Fractions</p> <p>Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$</p>
<p>Science skills across the year:</p> <p>Working Scientifically (Key Stage 1)</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</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. 		

Subject	<u>Super Heroes</u> How will 5 a day keep me healthy? How could you be the next Jessica Ennis or Stephen Gerard? How can you be the next Master Chef? (create a meal for a super hero)	<u>Pirates</u> Which materials should pirates use to build their ship? Who were the famous pirates of the past?	<u>Toy Story</u> Why is the Wii more fun than Grandma/Grandad's old toys? History-significant person study Forces	<u>Get your Wellies on!</u> Which birds and plants would little red riding hood find in our park? How do the seasons impact on what we do? Where did the leaves go in winter?	<u>Castles</u> Which materials should the 3 little Pigs use to build their house? How did the Battle of Hastings start?	<u>Rumble in the Jungle</u> Why are humans not like tigers? Where would you prefer to live-England or Africa?
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Texts and genres	Non-fiction: -labels, Lists captions, instructions Narrative: Familiar stories, Oral story telling Texts: Super Daisy, Superhero school, Super Kid, Max, My Dad is a superhero, Superduck, George Saves the World by Lunchtime	Non-fiction: -Instructions, posters Narrative: Fantasy, oral story telling Texts: Pirates love underpants, Pirates Next door, The night Pirates, The pirate cruncher,	Non Fiction: Adverts, recount, Non chronological report Poetry Texts: Where's my teddy?, Dogger, This is the bear, Kipper's toybox, Hugo and Oddsock, Tottie, the story of a Doll's House.	Story telling: The Very Hungry Caterpillar, The Tiny Seed Traditional Tales: The Enormous turnip, Jack and the Beanstalk Letter writing: Oliver's Garden, Non-Fiction: Bean Diary, labelling plants and flowers. The Tiny Seed, sequencing the lifecycle of a plant, instructions for growing a plant	Traditional tales: Rapunzel, 3 Little Pigs Myths and legends: George and the Dragon Non-Fiction: Argument: Is a Mott and Bailey or Stone castle better Who would make the best king? Labelling a castle	Poetry: animal poems, acrostic poems. Story telling/stories from other cultures: Handa's surprise Descriptive writing/riddles: Animals Texts: Rumble in the Jungle, Walking through the Jungle, Animal boogie
PSHCE	New Beginnings Care of teeth	Getting on and Falling out Anti Bullying Week Road Safety	Going For Goals Drugs	Good to be me SRE-Personal Finance	Relationships Sun Safety Building Site Safety	Changes My Money Week E-Safety
Science	Ourselves Animals including Humans - Identify, name and - label parts of the body - and say which part of the body is associated with each sense - the senses(sight, taste,) Sound and Hearing Identify a range of sounds How sounds are made?	Everyday Materials: describe the simple physical properties of a variety of everyday materials Testing waterproof materials	Everyday Materials: Names of materials and their properties Making comparison changes sorting and classifying What materials are toys made from? Why?	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. Seasonal Changes observe changes across the four seasons and describe weather associated with the seasons and how day length varies.	Everyday Materials: identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials Compare a stone and Mott and Bailey Castle	Animals: 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 and omnivores

				Grow own bean plants		
Computing	<p>E-Safety How computers work: recognise common uses of information technology beyond school</p> <p>Using technology effectively Data: 'Humans', eye colour/hair colour Organise, store and retrieve digital content</p>	<p>E-Safety How computers work: recognise common uses of information technology beyond school</p>	<p>E-Safety How computers work: recognise common uses of information technology beyond school</p> <p>Using technology effectively: Use technology purposefully to create: I can animate Understand how to take photos and videos on computer devices</p> <p>To use simple authoring tools to create their own content and begin to add basic effects to sections of text. Apply photographs, drawings and sound</p>	<p>E-Safety Programming, coding and control ; Explore a range of control devices. Recognise computational thinking by following instructions to move around a course or within a route Understand how to plan and create a series of basic instructions to move a computer device around a course or within route. Use a control device to create a set of commands for the computer to follow with support (Chn click a single block for something to happen on a beebot.)</p>	<p>E-Safety How computers work: recognise common uses of information technology beyond school</p>	<p>E-Safety How computers work: recognise common uses of information technology beyond school</p>
				<p>Understand instructions needed to move control devices, such as beebots. Apply understanding of instructions</p> <p>Using technology effectively Data: Minibeasts Organise, store and retrieve digital content</p>		

<p>Design & Technology</p>	<p>Cooking and nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p> <p>How can we keep our bodies healthy? Design and make vegetable soup</p>		<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Design and make own toy</p>		<p>Technical Knowledge explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Design and make a trebuchet</p>	
<p>History</p>	<p>significant historical events, people and places in their own locality Personal chronology Grandparents Sequence events and describe memories of events from when they were born Equal opportunities - celebrate diversity within families</p>	<p>Lives of significant individuals in the past</p> <p>Famous Pirates Famous Explorers e.g Walter Reilly</p>	<p>Toys then and Now Sorting artefacts and using different sources to pose and answer questions about the past</p>		<p>Develop range and depth of historical knowledge learn about lives of significant individuals in the past who have contributed to national and international achievements. To recognise why people did things in the past through story St. George Battle of Hastings- significant figures Kings and Queens of England including current royal family</p>	

<p>Geography</p>	<p>My School: Use simple fieldwork and observations to study the geography of the school grounds Use directional language Mapping and map making linked to stories 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</p>	<p>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 location of features and routes on a map 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</p>		<p>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</p> <p>Design an overhead map of a garden</p>		<p>Use Geographical language related to other countries investigating key features of landscape in Africa and locating jungles around the world</p> <p>Map where you might find different animals in the world</p>
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<p>Religious Education</p>	<p>What is important to you? KS1 RE: C1 Pupils should be taught to explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. WOW: Teacher brings in something precious to them and explains why it is so important. (Similar 'Show and tell' sessions could continue with the children throughout this unit) What one thing would you take on a journey and why? Who is important to you and why? How do we show someone that we care about them? What is most important to a Muslim? What is most important to a Christian? What is most important to a faith represented in our community? Can I write a poem about people and things important to me? Dogger-Shirley Hughes</p>	<p>Why do Christians celebrate Christmas? KS1 RE: A1 Pupils should be taught to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. WOW: Have a birthday party for the class Teddy Bear or member of staff who has a birthday. How do many people celebrate birthdays? Why is Jesus so important to Christians? Can I retell the story of the nativity? Can I sing a Christmas carol? What special food is eaten at Christmas? Why do Christians send cards and decorate a tree at Christmas? Can we perform a nativity play? Puddles and the Christmas play-Gill Vaisey</p>	<p>How do I know I'm being Good? KS1 RE: C3 Pupils should be taught to find out about questions of right and wrong and begin to express their ideas and opinions in response. WOW: Teacher praises a teddy or similar toy for being unkind, breaking something on purpose and spoiling some work. What are our school values? Which value would I want more of and why? What happens when people are good? What happens when people are bad? What does Christianity and another religion tell us about being good? What do I believe about God and how should I behave? What are the top 5 things to remember that will help me to be good? The Rainbow Fish-Marcus Pfister</p>	<p>What do Christians and Jews believe about creation? KS1 RE: A2 Pupils should be taught to retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. WOW: Read the creation story from a children's edition of the Bible. Can I retell the creation story from the Bible? Why do Christians and Jews tell the same creation story? How would I feel if I was the first person on the planet and everything was new? How do we take care of the planet now? Can I find other creation stories from different religions or parts of the world? Can we act out the Bible story of the creation? A Day to Rest-Broadbent and Logan</p>	<p>How do religions welcome new members? KS1 RE: B2 Pupils should be taught to observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. WOW: Visit a local church and see a 'baptism' carried out on a doll or explained by a priest. How does our school welcome new children? Why and how do Christians celebrate baptism? How do Christians show they are members of their faith? How does a religion represented in our community welcome new members? How is Christianity similar to a religion represented in our community in welcoming new members? What do I belong to? My Christian Faith-Alan Brown, Births-Wayland</p>
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<p>Art and Design</p>	<p><i>Self Portraits</i> to use a range of materials creatively to design and make products to use drawing, painting and sculpture 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.</p>			<p><i>Study of William Morris or Andy Goldsworthy</i> To Master sculpting techniques • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. to use a range of materials creatively to design and make products 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.</p>		<p><i>Study of Henri Rousseau</i> To Master Collage techniques to use a range of materials creatively to design and make products to use drawing, painting and sculpture 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.</p> <p>Mix paint with white to form lighter/darker backgrounds</p>
<p>Languages French Understand a few simple words and phrases. Respond to and say a few simple words and phrases</p>	<p>Learn parts of the body and family words, Greetings: My name is....., I live.....I have.....</p>	<p>Counting to 20</p>	<p>Colours</p>	<p>Colours, fruit, vegetables</p>	<p>Rooms in a building, transport</p>	<p>Learn animal names</p>
<p>Music Whole year: Sing songs Play tuned & untuned instruments Musically listen & understand live and recorded</p>	<p>Introduce notation for simple rhythms Learn songs about the body and senses Use body percussion to produce different sounds</p>	<p>Christmas songs/instruments for Christmas production</p>	<p>Explore small percussion instruments - how can you play them Introduce stringed and woodwind instruments</p>			<p>Sing Animal Boogie and Walking through the jungle</p> <p>Compose short rhythm pieces which suggest animal sounds and movement</p> <p>Learn songs about animals</p> <p>Carnival of the animals</p>
<p>Physical Education</p>	<p>Real PE scheme of work: Unit 1-personal skills + Dance (Rawmarsh To perform dances using simple movement)</p>	<p>Real PE scheme of work: Unit 2-Social Skills + Gymnastics (Rawmarsh Master basic movement, e.g. balance, agility and coordination)</p>	<p>Real P.E. scheme of work: Unit 3-Cognitive skills Games (Rawmarsh Participate in team games)</p>	<p>Real PE scheme of work: Unit 4-creative skills + Dance (Rawmarsh To perform dances using simple movement)</p>	<p>Real PE scheme of work: Unit 5-Applying Physical skills + Gymnastics (Rawmarsh Master basic movement, e.g. balance, agility and coordination)</p>	<p>Real P.E. scheme of work: Unit 6-Health and Fitness Games (Rawmarsh Participate in team games)</p>

