

Year One Overview

| Academic Year: 2022 - 2023 | | Class Teacher: Miss Hammond | | | | | |
|----------------------------|--|--|--|--|---|--|--|
| | | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
| Art | Drawing Can they join shapes together to create a new shape, including recognisable shapes? Can they show different tones in their lines? | | | | | Painting Can they consciously mix colour to create new ones? Can they apply an appropriate technique to show a texture? | Sculpture Can children join materials together effectively? Can children carve recognisable patterns and shapes using the correct implements? |
| | | Mechanisms—levers Can the children make a Christmas card with a slider or lever? Can they children make a page for a class story book that includes a slider or lever? | | | Structures Can they design a house for the 3 little pigs that will stand up to the wolf – it may have to stand up to wind, things being | | |
| DT | Phonics Sentences around a common theme or topic Poetry—list and shape | Phonics Sentences around a common theme or topic Poetry—list and shape | Recount Narrative – fairy tales, character, settings and description Poetry—Acrostic | Recount Narrative – fairy tales, character, settings and description Poetry—Acrostic | Recount Narrative – Retell a familiar story Poetry—Free Verse | Recount Narrative – Retell a familiar story Poetry—Free Verse | Recount Narrative – Retell a familiar story Poetry—Free Verse |
| | Beautiful Oops The Dot Books linked to emotions Rhyming books | Books linked to Harvest A wet and windy harvest for puddles Books linked to Bonfire Night and Guy Fawkes Books linked to Poetry – Rhyming words | A dark, dark tale Acrostic poems Books about families linked to topic | The Three Little Pigs and a selection of traditional tales. The true story of the three little pigs | Books linked to growing and plants (linked to opic) There's a tiger in the garden. | Dog's don't do ballet! | |
| History | Changes within living memory Can the children create their own time line using correct historical vocabulary? | Significant Historical Person Guy Fawkes Can children create a timeline of events that happened in the Gun Powder plot to include key historical characters and events? Can they begin to understand how people protest today? Can the children write speech bubbles from POV of characters in the gunpowder plot? Are the quotes a reflection of the characters in the plot? | | | | | |
| | | Our School and Community Can they find their way around school using a map and take photos or draw certain features? Can they create a map of part of the school using photographs and pictures of different areas and name them eg hill, pond, bank Can they say whether their community is N, S, E or W York? | Our Country Can they explain how one of the capital cities is different to York? Can they find the 4 countries and their capitals on a map? Can they name some of the seas that surround UK? | | Our Country Can they confidently discuss the weather, location and capital cities? | Our World - Africa Can the complete a fact file on Africa? | |
| Geography Africa | Total Sports Invasion Games | Total Sports Gymnastics | Class Teacher Forest School/OAA | Class Teacher Forest School/OAA | Total Sports Multiskills | Total Sports Invasion Games | |
| | Class Teacher Multiskills | Class Teacher Gymnastics Apparatus | Class Teacher Gymnastics/Dance Floor | Class Teacher Net & Wall | Class Teacher Striking & Fielding | Class Teacher Athletics | |
| PE | | | | | | | |

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| RHE | Mental health and wellbeing Feelings | | | Relationships Who am I and why am I special? Different families | Keeping safe Feeling safe | | Physical Health How to have a healthy body |
| | Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. Can they describe the weather throughout the year and add to a class weather chart? | | | 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 variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. Can they choose materials to fit a certain purpose explaining how their properties help with this purpose? | | 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. Can they draw a flower as accurately as they can (link with art skills). Can they label the different parts and name the flower? | 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 and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Can the children group animals on to a table according to their similarities and differences? Can they draw and label the human body? |
| Science | | | | | | | |
| Computing | | IT Take a photograph and for their map of the school (linked to Geography). Logging into a chrome book using own username and password. Taking photographs on an ipad and creating a pic collage or map. | | | E-safety Knowing that usernames and passwords are private. Understanding what to do if something makes them feel uncomfortable on the internet. | Digital Literacy Naming the range of devices that are computers at school and at home. Talking about how much time they spend on screens. Understanding why it is important to limit screen time. | Programming Writing and following unplugged algorithms as a set of instructions. Programming Beebots (physical, ipad and online) with a set of directions, predicting what will happen and debugging any problems. |
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| Music | Hey You! How pulse, rhythm and pitch work together. | Rhythm in the way we walk and Banana Rap Pulse, rhythm and pitch, rapping, dancing and singing. | In the Groove How to be in the groove with different styles of music. | Round and Round Pulse, rhythm and pitch in different styles of music. | Your Imagination Using your imagination. | Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music | |
| | Who am I? What does it mean to belong? Comparative relating to class. | UC Concept: Incarnation Why does Christmas matter to Christians? (UC – 4-6 hours) | Judaism Who is Jewish and how do they live? (Judaism – 10-12 hours) hours) | UC Concept: Salvation Why does Easter matter? (UC – 4-6 | Who do Christians say made the world? | UC Concept – Creation Who do Christians believe made the world? (UC – 6-8 hours) | |
| RE | | | | | | | |
| Maths | We use the White Rose Maths scheme to support planning. Please see WR planning documents for further information | | | | | | |