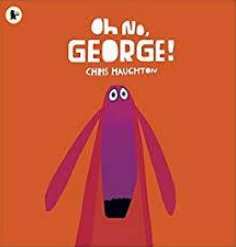
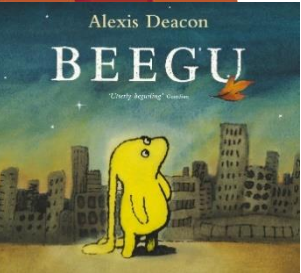


Topic Overview

Year 1



Topic	My Amazing Body - Temperance 1			
Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
 	<ul style="list-style-type: none"> To say out loud what they are going to write about. To compose a sentence orally before writing it. To re-read what they have written to check that it makes sense. To sequence sentences to form short narratives. To write a single clause sentence demarcated with a capital letter at the start and a full stop at the end. To be able to identify and write verbs in a single clause sentence. To leave spaces between words. To be able to discuss the sequence of events in books. To be able to explain clearly what is read to them. To be able to check that the text makes sense to them as they read and correct inaccurate reading. To apply phonic knowledge and skills as the route to decode words. Nouns and verbs 	<p><u>Science</u></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which parts of the body are associated with each sense. Performing simple tests Using their observations and ideas to suggest answers to questions Asking simple questions are recognizing that they can be answered in different ways <p><u>Seasonality</u></p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies <p><u>Art</u></p> <ul style="list-style-type: none"> To mix secondary colours and match colours <p><u>RE</u></p> <ul style="list-style-type: none"> To talk about places that are special to me To identify places of worship for different religions To recognise key features of different places of worship 	<ul style="list-style-type: none"> Arrival of Beegu Trip to local park Nativity 	<p><u>English</u></p> <ul style="list-style-type: none"> Letter to Beegu <p><u>Art</u></p> <ul style="list-style-type: none"> Self-portrait

Topic Overview Year 1



- To talk about why places of worship are important
- To relate to how people feel about places of worship and how I feel about special places in my life

PE

- To show awareness of body parts, points and position when making still shapes

Geography

- To distinguish between human and physical features of a small area (e.g.) the school and provide examples.
- To use geographical vocabulary to describe physical features of the school, grounds and surrounding areas.
- To devise simple picture maps (e.g. school grounds).
- To use simple fieldwork and observational skills to study the geography of their school and its grounds.

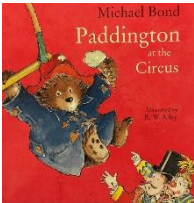

PSHE

- Why do we have classroom rules?
- Thinking about feelings
- Our feelings
- Feelings and bodies
- Our special people balloon
- Good Friends
- Are you listening?

Topic Overview

Year 1



Topic	Circus Skills - Temperance 2			
Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
 	<ul style="list-style-type: none"> • To compose a sentence orally before writing it. • To re-read what they have written to check that it makes sense. • To sequence sentences to form short narratives. • To write a single clause sentence demarcated with a capital letter at the start and a full stop at the end. • To be able to identify and write adjectives in a single clause sentence. • To leave spaces between words. • To be able to predict what might happen based on what has been read. • To be able to answer and ask questions • To draw on what they already know or on background information and vocabulary provided by the teacher. • To be able to discuss word meanings, linking new meanings to those already known. 	<p><u>Science:</u></p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made from • Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock • Describe the simple physical properties of variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their physical properties. • Performing simple test • Identifying and classifying • Using their observations and ideas to suggest answers to questions <p><u>DT</u></p> <ul style="list-style-type: none"> • To explore and evaluate a range of existing products • To explore and use mechanisms in their products • To design purposeful, functional, appealing products for themselves and other users based on a design criteria • To generate and develop their ideas through talking and drawing templates 	<ul style="list-style-type: none"> • Circus Skills Workshop 	<p><u>English</u></p> <ul style="list-style-type: none"> • Paddington Story <p><u>DT</u></p> <ul style="list-style-type: none"> • Moving puppet or toy

Topic Overview

Year 1



- To select from and use a wide range of materials and components, including materials and textiles according to their characteristics
- To evaluate their ideas and products against the design brief

History

- To talk about personal and other peoples' past events
- To use at least 1 source of information to answer questions about the past through simple observations of the source.
- To use common words to describe the passing of time; today, tomorrow, yesterday, a long time ago, in the olden days, before, later and after.
- To place three objects in chronological order and communicate what they know about older and newer objects.

RE

- To can understand the key events of the Christmas Story
- To talk about how I celebrate Christmas
- To compare how I celebrate Christmas to how Christians celebrate Christmas

PE - dance

- To use unison and canon in a short sequence.
- To improvise

Topic Overview Year 1



Computing

- Make children aware of some of the risks to using the internet
- Teach children about personal information and why they must keep it safe
- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs

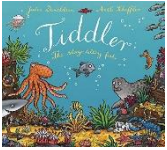
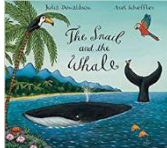
PSHE

- Same or different?
- Unkind, tease or bully?
- Harold's school rules
- Who are our special people?
- It's not fair!

Topic Overview

Year 1



Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
 	<ul style="list-style-type: none"> To be able to use capital letters, full stops and finger spaces. To be able to use the pronoun 'I'. To be able to use question marks to demarcate sentences. To be able to discuss the sequence of events in books. To discuss the significance of a title and the events. To listen to, discuss and express views about books at a level beyond which they are capable. To read words containing taught GPCs and -s, -es, -ing, -ed, -er, and est endings. To correct sound to graphemes for all 40+ To be able to sequence sentences to form short narratives. To be able to use capital letters, full stops and finger spaces. To be able to use the personal pronoun 'I'. To be able to identify and use expanded noun phrases to describe and specify. 	<p><u>Geography</u></p> <ul style="list-style-type: none"> To name and locate the 5 oceans <p><u>PE</u></p> <ul style="list-style-type: none"> To select movements to create their own dance phrases with beginnings, middles and ends. To describe what they and others have done, using appropriate vocabulary with support <p><u>Science</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, reptiles and mammals To identify and name a variety of ocean animals To think about how ocean animals are suited to their ocean habitats <p><u>Seasonality</u></p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies <p><u>Art</u></p> <ul style="list-style-type: none"> To create shapes and an effective collage with torn paper and paste Artist - Henri Matisse 		<p><u>English</u></p> <ul style="list-style-type: none"> Tiddler story Diary entry <p><u>Science</u></p> <ul style="list-style-type: none"> Sea animal research project <p><u>Art</u></p> <ul style="list-style-type: none"> Matisse style sea animal collage

Topic Overview Year 1

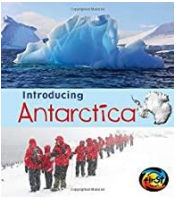



	<ul style="list-style-type: none">• To be able to discuss the sequence of events in books.• To discuss the significance of a title and the events.• To listen to, discuss and express views about books at a level beyond which they are capable.• To re-read books to build up fluency.	<p><u>Computing - Young investigators</u></p> <ul style="list-style-type: none">• Recognise common uses of information technology beyond the school• Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p><u>RE</u></p> <ul style="list-style-type: none">• To discuss how people look after each other• To explain the story in <i>The Good Samaritan</i>• To recognise why offering the langar meal is an important part of being a Sikh• To understand how caring for others relates to my own life <p><u>PSHE</u></p> <ul style="list-style-type: none">• Healthy Me• Super Sleep• How can help?• Harold loses Geoffrey• What could Harold do?• Good or bad touches		
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Topic Overview

Year 1



Topic	Go Jettors Justice 2			
Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
 	<ul style="list-style-type: none"> To be able to use capital letters at the start of a sentence, full stops and finger spaces. To use capital letters for names of people, places and the days of the week. To use conjunctions to join sentences together (and, because). To be able to use question marks to demarcate sentences. To be able to draw inferences on the basis of what is said and done. To become familiar with key stories by retelling them and considering their characteristics To draw on what they already know or on background information and vocabulary provided by the teacher. To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 	<p><u>Science</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals Identify and name a variety of common animals that are carnivores, omnivores and herbivores Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, including pets) Identifying and classifying Gathering and recording data to help in answering questions Observe closely, using simple equipment <p><u>Seasonality</u></p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies 	<ul style="list-style-type: none"> Marwell trip 	<p><u>English</u></p> <ul style="list-style-type: none"> Newspaper Acrostic Poem <p><u>Geography</u></p> <ul style="list-style-type: none"> Labelled map of the world <p><u>DT</u></p> <ul style="list-style-type: none"> Fruit Salad

Topic Overview

Year 1



- To be able to identify and use expanded noun phrases to describe and specify.
- To learn to appreciate rhymes and poems, and to recite some by heart.
- To be able to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Geography

- To name and locate the 7 continents

DT

- To use the basic principles of a healthy varied diet to prepare dishes
- To use knives safely to prepare fruit

PE

- To perform basic actions of travelling, rolling and jumping
- To change speed and direction when travelling

Computing - Crazy creatures

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

PSHE



- Harold's wash and brush up
- Around and about school
- Taking care of something
- Harold's money
- How should we look after our money?

Topic Overview

Year 1



Topic	The Secret Life of Plants Courage 1
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
 	<ul style="list-style-type: none"> To be able to use capital letters, full stops and finger spaces. To be able to write similes using the word 'like'. To discuss what they have written with the teacher or other pupils. To read aloud their writing clearly enough to be heard by their peers and the teacher. To be able to compose sentences orally. To be able to use capital letters, full stops and finger spaces. To be able to predict what might happen based on what has been read. To begin to link what they read or hear read to their own experiences. To read other words of more than one syllable that contain taught GPCs. 	<p><u>Science</u></p> <ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. To identify and describe the basic structure of a variety of common flowering plants, including trees. To identify and classify. Gathering and recording data to help in answering questions. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions. <p><u>R.E.</u></p> <ul style="list-style-type: none"> To talk about why it is important to care for animals and nature To explain why harvest can be important to some Christians To explain how Jews and Muslims show care for the natural world To make links between how the different religions relate to nature 	<ul style="list-style-type: none"> Staunton Country Park visit Planting and growing seeds 	<p><u>English</u></p> <ul style="list-style-type: none"> Character description Poem. <p><u>Science</u></p> <ul style="list-style-type: none"> Planting and growing flowers. <p><u>Art</u></p> <ul style="list-style-type: none"> Flower printing Van Gogh style sunflowers

Topic Overview Year 1

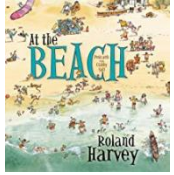
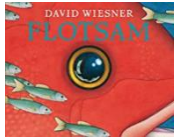


	<ul style="list-style-type: none"> • To be able to predict what might happen based on what has been read. • To be able to express views and opinions about reading. • To read common exception words noting unusual correspondences. • Bullet points 	<p><u>P.E.</u></p> <ul style="list-style-type: none"> • To throw, send and receive a ball in different ways. <p><u>Art</u></p> <ul style="list-style-type: none"> • Paint familiar objects applying mixing and matching skills. • Make a clean print and print a repeated pattern. (Paul Klee) • To be able to choose materials to print own picture and explain reasons for their choices. • Famous Artist - Van Gogh <p><u>Computing - Ready Steady Go.</u></p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions <ul style="list-style-type: none"> □ Create and debug simple programs • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p><u>PSHE</u></p> <ul style="list-style-type: none"> • Harold's Wash Up and Brush Up • Around and About School • Taking Care of Something • Harold's Money • How Should we Look After our Money? 		
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Topic Overview Year 1



Topic	Sun, Sea and Sand Courage 2
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Texts	English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
 	<ul style="list-style-type: none"> To be able to discuss what they have written with the teacher or other pupils. To be able to read aloud their writing clearly enough to be heard by their peers and the teacher. To be able to use capital letters at the start of a sentence, full stops and finger spaces. To use conjunctions to join sentences together (and, because). To use exclamation marks and question marks to demarcate sentences To be able to use capital letters at the start of a sentence, full stops and finger spaces. 	<p><u>Seasonality</u></p> <ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies <p><u>DT</u></p> <ul style="list-style-type: none"> To explore different joining techniques with fabric, To use methods such as adding sequins or printing to alter the appearance of fabric. Make use of templates to produce shapes. <p><u>History</u></p> <ul style="list-style-type: none"> To talk about personal and other people's past events. To use common words to describe the passing of time; today, tomorrow, yesterday, a long time ago, in the olden days, before, later, after. To place three objects and three events in chronological order and communicate what they know about older and newer objects and events. <p><u>P.E.</u></p> <ul style="list-style-type: none"> To roll, hit, run, jump, catch and kick with some control. 	<p>Beach School</p>	<p><u>English</u></p> <ul style="list-style-type: none"> Postcard

Topic Overview

Year 1



<ul style="list-style-type: none">• To be able to use exclamation marks and question marks to demarcate sentences.• To be able to use and identify verbs and adjectives in a main clause.• To be able to identify and write verbs with the suffixes: -er, -ing, -ed.• To be able to discuss word meanings, linking new meanings to those already known.• To draw on what they already know or on background information and vocabulary provided by the teacher.• To be able to discuss word meanings, linking new meanings to those already known.• To read words with contractions.• To be able to draw inferences on the basis of what is said and done.• To draw on what they already know or on background information and vocabulary provided by the teacher.• To be able to discuss word meanings, linking new meanings to those already known.	<p><u>Science</u></p> <ul style="list-style-type: none">• To identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.• Describe the simple physical properties of a variety of everyday materials.• Gathering and recording data to help in answering questions. <p><u>PSHE</u></p> <ul style="list-style-type: none">• Inside my wonderful body• Taking care of a baby• Then and Now• Who can Help?• Surprises and Secrets• Keeping Privates Private		
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Topic Overview

Year 1

