

**Y1 Subject Planning Overview**

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| **Subject Area** | **Autumn 1** | **Autumn 2** | | | | **Spring 1** | | | **Spring 2** | | | **Summer 1** | **Summer 2** |
| **Topic** | **Swings, Slides and Roundabouts** | **Toys** | | | | **Jurassic Park** | | | **Castle Life** | | | **Treasure Island**  **(Pirates)** | **Under the sea/The Seaside** |
| **Key Texts** | Shark in the Park  The Disgusting Sandwich | Little Red Riding Hood  Goldilocks and the Three Bears  The Gingerbread Man  The Three Little Pigs  3 Billy Goats Gruff | | | | The Ravenous Beast  Gigantosaurus | | | Sir Charlie Stinky Socks and the Really Big Adventure | | | Pirate Cruncher  Captain Beastlie’s Pirate Party | The Five Little Fiends  Snow White in New York |
| **English**  *Genres* | Stories with a familiar setting  Labels, lists and Captions  Songs and repetitive language | Traditional Tales  Recounts  Patterns and Rhymes | | | | Stories with repeating patterns/predictable phrasing  Glossaries  Senses | | | Well-loved Stories  Instructions  Humorous Poems | | | Imaginary/Fantasy Stories  Letters  Formal Poems e.g. Nature | Fairy Tales  Explanations  Shape Poems |
| **English**  *Skills* | **Reading:** decode words using phonics, match graphemes for all phonemes; blend sounds in unfamiliar words containing taught GPC’s, read common ‘exception’ words, read words with common suffixes; read words of more than one syllable containing taught GPC’s read contractions; read aloud phonics –based books developing fluency and confidence; share and discuss poems, stories and non-fiction beyond own reading level; check for sense and correct reading errors; discuss word meanings, discuss the significance of title and events; make inferences and predictions; explain their understanding of what is read to them. | | | | | | | | | | | | |
| **Writing:** spell words containing each of the 40+ phonemes; spell common ‘exception’ words; spell the days of the week; name letters of the alphabet; use common prefixes and suffixes; write simple dictated sentence; form correctly lower case and capital letters; form digits correctly; practice handwriting in letter families; compose sentences orally before writing; reread sentences to check they make sense; discuss and read aloud own writing; leave spaces between words; join words and clauses using ‘and’; begin to use basic punctuation (. ? !); use capital letters to start sentences and for proper nouns; learn and apply spelling rules in Appendix 1; learn and apply grammar rules and terminology in Appendix 2. | | | | | | | | | | | | |
| **Spoken Language:** listen and respond appropriately, ask relevant questions; build vocabulary; articulate and justify own ideas; describe and narrate for different purposes, express feelings; participate actively in conversations; speculate and explore ideas; speak clearly and fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; explore different viewpoints, communicate effectively using appropriate register. | | | | | | | | | | | | |
| **Maths**  *Key objectives* | Number: Place Value   * Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. * Count, read and write numbers to 10 in numerals and words. * Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. * Given a number, identify one more or one less. * Count in multiples of twos.   Number: Addition and Subtraction   * Represent and use number bonds and related subtraction facts (within 10) * Add and subtract one digit numbers (to 10), including zero. * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. * Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.   Geometry: Shape   * Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres. * Describe position, direction and movement, including whole, half, quarter and three quarter.   Number: Place Value   * Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers from 1 to 20 in numerals and words. * Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. * Count in multiples of twos and fives   Number: Addition and Subtraction   * Represent and use number bonds and related subtraction facts within 20. * Add and subtract one digit and two digit numbers to 20, including zero. * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. * Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ? – 9 | | | Time   * Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. * Recognise and use language relating to dates, including days of the week, weeks, months and years. * Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) * Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.   Place Value   * Count to 40 forwards and backwards, beginning with 0 or 1, or from any number. * Count, read and write numbers from 1-40 in numerals and words. * Identify and represent numbers using objects and pictorial representations. * Given a number, identify 1 more or less.   Number: Addition and Subtraction   * Add and subtract one digit and two digit numbers to 20, including zero. * Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. * Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.   Measures: Length and height   * Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half * Measure and begin to record lengths and heights.   Number: Multiplication and Division   * Count in multiples of twos, fives and tens. * Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.   Number: Fractions   * Recognise, find and name a half as one of two equal parts of an object, shape or quantity. * Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | | | | | | Number: Place Value   * Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. * Count, read and write numbers from 1-100 in numerals and words. * Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. * Given a number, identify one more and one less.   Number: Four operations   * Represent and use number bonds and related subtraction facts within 20. * Add and subtract one digit and two digit numbers to 20, including 0. * Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs. * Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. * Count in multiples of twos, fives and tens. * Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.   Measurement: Money   * Recognise and know the value of different denominations of coins and notes. * Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.   Measurement: weight and volume   * Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] * Measure and begin to record mass/weight, capacity and volume. | | | |
| **Science**  *Programme of study*  *Investigations* | **Materials/Floating and Sinking**  Distinguish the difference between an object and the material it is made of.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  Compare and group together a variety of every day materials on the basis of their simple physical properties.  **Investigation –**  **What material will be best to make a boat from?** | | **Light**  I can observe and name a variety of sources of light, including electric lights, flames and the Sun.  I can associate shadows with a light source being blocked by something.  I can explore materials to raise questions that will help me to understand the differences between materials that are transparent, translucent and opaque.  I can observe shadows being formed in everyday contexts, such as when I play outside or shine torches indoors.  Investigation – Disappearing Dogs (Discovery Dog) Which materials are best for a reflective collar? | **Identify and Name Basic Body Parts**   |  | | --- | | Identify and compare the structure of 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 omnivore  Investigation- Observation –  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. |     **Investigation –**  **Tall Tails (Discovery Dog) Are the tallest the eldest and the smallest the youngest?**  **Measure- length and height** | | | | | | **Identify and Name Common Materials**  Distinguish the difference between an object and the material it is made of.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  Compare and group together a variety of every day materials on the basis of their simple physical properties.  **Investigation -**  **Which material is most waterproof?** | | | **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.  **Investigation –**  **Perfect Plants (Discovery Dog) How can you grow the best plants?** |
| **Art & Design** | **Design your own park**  Respond to ideas and starting points.  Explore ideas and collect visual information.  Explore different methods and materials as ideas develop.  **Create your own parks and swings.**  Use a range of materials to **sculpture a playground** using their own design based on ideas generated from looking at a range of playground designs.  Explore different materials and techniques including cutting, rolling and moulding to develop ideas.  Use a combination of shapes, lines and textures.  Order and arrange objects in patterns.  2d shapes  **Leaf rubbings**  Press, roll, rub and stamp to make prints. | | **create a wrapping paper print**  Use line and printing for a combined effect.  Use objects for printing to create a pattern .  Mix different shades using the primary colours and adding white or black to create different tones.  **Collage Winter scenes.**  Build up a picture from the background to the foreground with different materials for a 3D effect incorporating different textures.. | **Shoe box dinosaur world**  Collage using a range of materials to create a prehistoric scene.  Use a combination of materials that are cut, torn and glued.  Mix materials to create texture. | | | | **Design a coat of arms.**  Explore ideas and collect visual information to design own emblem.  Draw lines of different sizes and thickness.  Colour (own work) neatly following the lines.  **Create stained glass windows.**  Use a combination of materials that are cut, torn and glued.  Sort and arrange materials.  Mix materials to create texture and effect. | | **Design and paint own pirates.**  Use thick and thin brushes.  Mix primary colours to make secondary.  Add white to colours to make tints and black to colours to make tones. | | | **Water Washes**  Use a variety of materials to create a desired effect.  **Sketching shells**  Use lines of different sizes and thickness.    Show pattern and texture by adding dots and lines.  **Natural material collage**  Use a combination of materials that are cut, torn and glued.  Mix materials to create texture. |
| **Computing** | Computer Scientists  Pupils will be able to give directional instructions that can be understood and followed.  Pupils will be introduced to the word algorithm.  Pupils will understand the need for accuracy when giving instructions.  Pupils will share and discuss their knowledge of directional instructions with their peers.  Barefoot activities for pre beebot.  PE – giving directions to a partner.  Give directional instruction that can be understood and followed: Directions which way to go using the beebot.    e-safety  Pupils will learn ways for staying safe when using the internet.  Learn ways to stay safe when using the internet: use websites to talk about how to stay safe online.  Smartie the Penguin website. | | | Computer Scientists  Pupils will understand the need for accuracy when giving instructions.  Pupils will share and discuss their knowledge of directional instructions with their peers.  Pupils will begin to create and debug simple programs using directional language.  Textease turtle  Barefoot activities.  Know what algorithm (a procedure to solve a problem) means.  Learning to be Creators  Pupils will be able to use a digital camera to record selected images.  Pupils will be able to use images they have taken in other software packages.    Using class camera to record images from a school trip/ walk around the school.  e-safety  Pupils will learn that they can use the computers to discover new ideas and visit new places.  Pupils will learn that they may leave a digital footprint when using the internet.  Learn ways for staying safe when using the internet: *use websites to talk about how to stay safe online.*  Learn that they may leave a digital footprint when using the internet: *use kidsmart.org.uk/digitalfootprints/ to introduce.* | | | | | | Learning to be Creators  Pupils will be able to use a computer to create and develop digital art work.  Pupils will be able to use a digital video camera to record a class activity.  Pupils will be able to use ICT to represent information graphically and begin to interpret that data accurately.  Use digital video (IPAD/ camera) to record role play.  Make a pictogram of different ways to come to school or favourite colour.  e-safety  Pupils will learn how people can use the internet to bully others and where they can go for help.  Learn ways for staying safe when using the internet**.**  Identifyhow people can use the internet to bully others and where they can go for help. | | | |
| **Design & Technology** | Design and make a model of an item for a park. Look at current playground equipment, identify what is good about the design and suggest improvements. Create a design based on research. Refine the design whilst making the product. | | Children will design and create their own moving parts toy.  Discuss where our food comes from during Harvest time. | Design and make a dinosaur world. To cut materials safely using tools provided. Use a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Looking at the finished dinosaur world, say why we like it and suggest improvements.  Design our own dinosaurs from card and use split pins to make the dinosaurs move. Evaluate which designs were the most successful.  Make Thai food - Cutting, peeling and grating ingredients safely and hygienically. Measure and weigh using measuring cups or electronic scales. Assemble and cook ingredients. Prepare ingredients hygienically using appropriate utensils and follow a recipe. | | | | Explore different shield designs to identify likes and dislikes of the designs and then design our own shields.  Design and make an Easter card and Mother’s Day card using a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).  Easter craft activities – make chocolate nests by following a recipe and preparing ingredients. | | Design and make pirate hats using a range of cutting and shaping techniques.  Design and make a treasure map collage cutting materials accurately and safely by selecting appropriate tools.  Design a pirate boat choosing suitable techniques to construct the boat or to repair it. | | | Design And make Punch and Judy puppets (spoon hand) using a range of joining techniques (such as gluing, hinges or combining materials to strengthen).  Look at different ice cream flavours available and consider which flavour most people would like. Design a new ice cream flavour. Make fruit kebabs by cutting and assembling ingredients. Make pop up chicks and collage rabbits by cutting materials accurately and safely by selecting appropriate tools. |
| **Geography** | Field trip: Tittesworth Reservoir  What is this place like? What or who will I see in this place? What do people do in this place? E.g. swings, slide, path, picnic table, grass, litter bin, bench, etc.  Study the park environment. How is the land used?  Devise a simple map of the park using symbols and a key.  Use basic geographical vocabulary to describe the weather.  Children to observe the weather.  Children to draw or write a weather report for their locality.  Date/time words | |  | Looking at where dinosaurs have come from.  Children to look at aerial views of where dinosaurs could live now, not built up areas  Children to look at where the best part of the land could be for children in school | | | | Children will look at where different castles are and will think about where castles are.  Children will locate on the map with a cross where they have found different castles. | | Children to have a treasure hunt around the school and using directional language will need to find the treasure hunt.  Geometry- direction  Children to describe the features when completing the treasure hunt. | | | Children are to locate different countries and continents.  Children are to study the different oceans, where they are etc.  Children are to look at the physical features and compare different countries and continents noticing similarities and differences. |
| **History** |  | | Look at and compare different toys used on the playground over time. Order them on a time line from old to now.  Look at the toys you used to play with as a small child to now.  Sequence events  Discuss with parents and carers different games and activities they used to do at the park and on the playground. | Children to examine models of dinosaurs. Children to discuss their features and similarities and differences. Children to describe the dinosaurs and discuss where they lived, what they ate etc.  Children to understand when dinosaurs lived, on a simple time line- in relation to modern day. | | | | Children to look at models, pictures of castles. Discuss what life was life in a castle for the different people who lived there. Discuss the purpose of a castle. Learn about the different features of a castle and their purpose. Learn about the roles of the people who lived in the castle. Imagine that they lived in a castle. What would life have been like? Discuss everyday life e.g. cooking, sleeping, washing etc. in a castle.  Compare on a simple timeline when castles were built, in relation to when dinosaurs lived and modern times. | | Look at the history of pirates. In simple terms explain that the pirates we will be discussing were before our parents and grandparent’s time. Use the term centuries and years to describe this.  Sequence events  Discuss famous pirates from the past e.g. Captain Blackbeard. Discuss their lives and adventures. Describe what they famous/infamous for. Describe their characteristics. | | | Look at images, books, photographs, online sources etc. to research how the seaside has changed and has been used in the past. E.g. Fishing and farming, holidays. |
| **Music** | Use percussion instruments/xylophones to accompany weather songs – e.g. rain, rain, go away, Incy Wincy Spider, the sun has got his hat on. Create symbols and sounds to represent the weather  Singing – preparation for Harvest assembly. To sing accurately. | | . Sing playground songs.  Clapping songs – e.g., High, low, chicken low. A sailor went to sea, sea, sea, one potato, two potato…  Singing- Christmas performance. To maintain a simple part in a group. | Make and combine sounds musically.  Create dinosaur sounds using a sequence of long and short sounds.  Sounds heard at Jurassic Park. Sequence sounds to create an effect. | | | | Seaside songs – to follow instructions on how and when to sing.  To follow a beat in a tune.  Create repeated patterns. | | Pirate songs using instruments. Show control over volume and ability to follow simple rhythms.  Use symbols to represent musical performance (when to sing, rest, dynamics).  To discuss and evaluate music including own preferences. | | | |
| **Physical Education** | **Gymnastics:** basic movements- travelling and balance actions.  Children to show basic control and coordination when travelling and when remaining still.  Choose and link ‘like’ actions; remember and repeat these actions accurately and consistently.  Find and use space safely, with an awareness of others; identify and copy the basic actions of gymnasts;  Use words such as rolling, travelling, balancing, climbing;  Make their body tense, relaxed, stretched and curled;  Describe what they do in their movement phrases. | | **Dance:**  To explore movement ideas and respond imaginatively to a range of stimuli  Children to perform basic body actions; use different parts of the body singly and in combination.  Show some sense of dynamic, expressive and rhythmic qualities in their own dance.  Choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances.  Move with control; vary the way they use space.  Describe how their lungs and heart work when dancing.  Describe basic body actions and simple expressive and dynamic qualities of movement. | | | | | **Games:** bat and ball games, make links to current topic of different pirate games.    Children to be use basic underarm, rolling and hitting skills; sometimes use overarm skills.  Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency.  Sometimes catch a beanbag and a medium-sized ball; track balls and other equipment sent to them, moving in line with the ball to collect it  Throw, hit and kick a ball in a variety of ways, depending on the needs of the game  Choose different ways of hitting, throwing, striking or kicking the ball; decide where to stand to make it difficult for their opponent.  Describe what they and others are doing; describe how their body feels during games. | | | | | |
| **RE** | **Caring**  Wk 1 – Draw people who care for us eg doctors, teachers, families. Collect and make pictures for a display about people who care.  Wk 2- discuss how we care and who we care for. Are there special things and people that we care for?  Wk 3 – Introduce Judaism – how do Jews care for each other?  Wk 4 – Who do you care for? Act out a situation familiar to the children eg new child at school, being lost, losing something precious, saying sorry, being fair.  Wk 5 – Introduce pictures of people who are sad and discuss why. Record how we could change things eg writing a card to someone who is sick or practical help for someone in need. | | **Belonging**  Wk 1 – belonging to a group. Looking at different uniforms.  Wk 2- Welcoming a baby in Christianity (Visitor in)  Wk 3 – Act out a baptism.  Wk 4- Candsle in baptism vs candle in Hannukah  wk 5- Brainstorm words to describe different feelings and create a collage of images to illustrate these. | | **Celebrations-**  **Explore the preparations for and find out about the celebrations of festivals.**  Wk 1- special moments  Wk 2- achievements  Wk3- christening/baby naming ceremony  Wk 4 and 5– Christian Wedding  Wk 6- Jewish wedding  **Buddism – The Life of the Buddha**  Describe some of the teachings of Buddha. | | **Families – Listen to and ask questions about stories of individuals and their relationship with God**  Wk 1- different families  Wk 2- own family  Wk 3- family of God  Wk 4 – helping other countries/communities (Visitor/Visit)  Wk 5 – Shabbat (family day) | | | | **Answers**  Wk 1-Use heart shaped paper to write A good friend is.  Wk 2- Make a collage of pictures of people doing good things for others.  Wk 3- What do we already know about Jesus? Discuss and revisit stories (e.g. Christmas, Easter etc)  Wk 4- Jesus in the temple – discuss being lost etc)  Wk 5- Paralysed man – stories of Jesus and his friends. | | **Worship**  Wk 1- how and when do people meet?  Wk 2 –special religious buildings – why and when? Link to Judaism.  Wk 3- Why is worship important?  Wk 4 – Visitor- why is worship important? |
| **PSHCE**  *Debate* | Development of the class rules.  Visit from the school nurse to promote personal hygiene. Puppet role-play – situations to be resolved in small groups.  Rules of the classroom.  Identify and name emotions.  Importance of washing hands (after the park)  Turn taking/ sharing at the park.  Circle time: rules and expectations, behavior and the traffic lights. | | The Underwear Rule  PANTS – [www.nspcc.org.uk](http://www.nspcc.org.uk)    Label the parts of the body.  SEAL stories- unkind/kind. | | Mother’s Day- special person.  Invite a visitor in from the community.  Library visit.  Caring for members of the family. | | Show and tell- hobbies/ clubs/ outside school.  Transitioning from a Prince to a King and Princess to Queen. | | | | Developing personal goals for when on the playground.  SEAL assembly- good/ bad pirates.  Discuss strengths (sports day)  Set goal to achieve before year 2. | | Creating water safety posters in teams.  Library borrowing and returning books.  How to be safe at the seaside. |