






Alfred Sutton Primary School

Year 1 Overview



Topic	Autumn Term		Spring Term		Summer Term	
<p>Curriculum, Writing and class texts</p>						
	<p>'What Makes Me a Me?' by Ben Faulks and David Tazzyman- linked to History topic- All About Me!</p> <p>'The Leaf Thief' by Alice Flemming- linked to Science topic- Autumn (Seasonal Changes)</p> <p>'The Bear and the Piano' by David Lichfield- linked to Geography topic- 'Our Local Area'- links to human and physical geography and urban and rural settlements.</p> <p>'Lost in the Toy Museum' by David Lucas- linked to History topic- Toys</p> <p style="text-align: center;">A selection of class texts shared across the term. Daily phonics and handwriting lessons.</p>		<p>'Winter Sleep a hibernation story' by Sean Taylor, Alex Moss and Cinyee Chiu'- linked to Science Topic- Animals including Humans and Seasonal Changes- Winter</p> <p>'Creature Features' by Natasha Durley- linked to Science topic- Animals including Humans</p> <p>'The Girl and the Dinosaur' by Hollie Hughes and Sarah Massini- linked to History unit- Dinosaurs and Fossils</p> <p>'The Wondrous Dinosaurium' by John Condon- linked to History unit- Dinosaurs and Fossils.</p> <p style="text-align: center;">A selection of class texts shared across the term</p> <p style="text-align: center;">Spelling, handwriting, punctuation and grammar follow the English Long Term Plan for Year 1</p>		<p>'A walk in the woods' by Flora Martyn and Hannah Tolson- linked to Science topic- Seasonal Changes and Geography unit- Weather and Seasons</p> <p>'The Building Boy' by Ross Montgomery and David Litchfield- linked to Science topic- Materials</p> <p>'Lulu Loves Flowers' by Anna McQuinn- linked to Science topic- Plants</p> <p>'The Baker's Boy and the Great Fire of London' by Tom Bradman- linked to History unit- The Great Fire of London</p> <p style="text-align: center;">A selection of class texts shared across the term</p> <p style="text-align: center;">Spelling, handwriting, punctuation and grammar follow the English Long Term Plan for Year 1</p>	
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<p>English Genres</p>	<ul style="list-style-type: none"> • Description- All About Me! • Narrative- Problem/Resolution • Character description- Wanted Poster • Poetry- Autumn • Captions • Narrative- Journey 		<ul style="list-style-type: none"> • Narrative • Non- Chronological Report- Animals including Humans • Recount • Character Description • Letter • Instructions 		<ul style="list-style-type: none"> • Recount- diary • Setting Descriptions • Explanation text • Instructions 	
<p>English Spoken Language</p>	<p>'Research indicates that there is a correlation between pupils' spoken language skills and their academic outcomes, social development and emotional development. This suggests a link between spoken language development and pupils' broader life outcomes.' (DfE English research review, 2022). We therefore highly prioritise the teaching of spoken language in a cross curricular context: Teachers model spoken language across the Y3 curriculum Pupils are equipped with the technical knowledge and vocabulary to be able to speak about a topic confidently</p>					





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	There is a focus on ensuring pupils can effectively select and use appropriate grammar and register for audience and purpose Frequent structured opportunities (e.g. explaining, discussing, debating, performing and responding) are provided for practising, refining and applying spoken language knowledge and skills				
Reading/Phonics					
Maths	Number: Place Value (within 10) Addition and Subtraction (within 10) Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Place Value (within 100) Multiplication and Division	Number: Fractions Measurement: Length and Height Measurement: Mass and Volume Measurement: Money	Measurement: Time Geometry: Shape Geometry: Position and Direction		
Science	Animals including Humans The children will learn: About the different parts of their body and features of a face. About the five senses and which parts of the body are associated with each of the senses.	Seasonal Changes The children will: Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.	Animals including Humans To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Everyday Materials The children will learn to: 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.	Plants The children will learn to: 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.
History	All About Me! The children will learn: About their own personal history and begin to use language such as past, present and future. Discuss events in their lives within their own living memory.	Toys The children will: Learn about changes within living memory by exploring toys from today and understand some of the ways in which we find out about	Dinosaurs and Fossils The children will: Learn about how the dinosaurs lived a very long time ago. Begin to examine fossils and discuss what they can tell us about the past through looking at the skeletons of dinosaurs. Consider what these tell us about the life and life style of people in the past.		The Great Fire of London The children will learn: To develop an awareness of the Past by comparing past and present London. To identify differences and similarities between ways of life in different periods





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	<p>About the changes beyond their living memory through the comparison of Alfred Sutton now and in the past.</p> <p>About a significant individual within their own locality: Mr John Sutton and the impact he had on our school in the past.</p>	<p>the past by identifying different sources.</p> <p>To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys.</p> <p>To identify changes in living memory by understanding how toys have changed over time.</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys.</p>	<p>Explain there are different types of evidence to represent the past.</p> <p>Learn about the life of significant individual, Mary Anning and consider the challenges and obstacles that she faced.</p>	<p>and explain how people live now is different to how people lived in 1666.</p> <p>To know and understand key features of an event beyond living memory that are nationally significant by ordering the events of the Great Fire of London.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To explain how we know about the Great Fire of London.</p> <p>To explain how London changed after the Great Fire using ways in which we find out about the past.</p>		
Geography	<p>Our Local Area</p> <p>The children will learn:</p> <ul style="list-style-type: none"> About the differences between urban and rural areas. About the features of our school grounds. About the features of our local area. How to identify Ordnance Survey map symbols. How to create a map of our local area. 	<p>The United Kingdom</p> <p>The children will learn:</p> <ul style="list-style-type: none"> The location of the four countries in the United Kingdom. The four capitals of the UK and surrounding seas. About the human and physical features of the UK. About the human and physical features of the capital cities. To share their understanding of the UK. 		<p>Weather and Seasons</p> <p>The children will learn:</p> <ul style="list-style-type: none"> The months of the year and seasons. About the differences between the seasons. About the features of different seasons. About clothing worn in different weather. About the Weather types in the UK. About how the weather affects different jobs. 		
<p>Art</p> <p>Artist Link</p> <p>Key Skills</p> <p>Tools & Materials</p> <p>Inspiration</p>	<p>Paul Klee</p> <p>Various Skills</p> <p>Coloured Pencils, Crayons</p> <p>All About Me</p>	<p>Pablo Picasso</p> <p>Primary and Secondary Colours</p> <p>Coloured Pencils</p> <p>Warm and Cool</p>	<p>Intro to Collage</p> <p>Cutting and Sticking</p> <p>Paint, Paper Cuttings</p> <p>Transport and Vehicles</p>	<p>David Hockney</p> <p>Regular and Irregular Shape Patterns</p> <p>Pens and Coloured Pencils</p> <p>Nature</p>	<p>Katsushika Hokusai</p> <p>Object Printing</p> <p>Paint</p> <p>Extreme Weather</p>	<p>Intro to Sculpture</p> <p>Papier Mache</p> <p>Newspaper, PVA Glue</p> <p>Carnival Masks</p>
	<p>The children will be developing various skills this term as an introduction to Art and Design, following on from EYFS. The children will be supported closely to take inspiration from their own lives and</p>	<p>Over the term the children will be studying artist, Picasso, and developing techniques similar to his to create</p>	<p>This term the children will be introduced to the term collage and begin to unpick some of the key vocabulary around this topic. They</p>	<p>This term the children will be looking at regular and irregular patterns that can be found in nature. They will be using a range of pens and coloured pencils to explore and create patterns that</p>	<p>The children will be learning to print with different objects and materials that they can find. Using paint, they will be creating a print</p>	<p>. This term the children will be looking at various different types of sculpture before focussing on papier mâché sculptures. The</p>





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	<p>their life at school to create artwork personal to them. Artist Paul Klee's various skills will be discussed and developed as a foundation for their artwork.</p>	<p>their own artwork. The children will be looking at primary and secondary colours through coloured pencils. They will then begin to identify warm and cool colours and consider the moods these groups of colours can represent.</p>	<p>will explore and investigate famous collages by sharing their thoughts and opinions. They will move onto painting a background and exploring a range of transport modes as their inspiration for a collage.</p>	<p>are appealing to look at. Using the techniques Hockney uses and taking inspiration from nature, the children will create artwork with pattern within in.</p>	<p>inspired by the weather in the style of Hokusai. The children will have the opportunity to collect and gather different materials they would like to use for their artwork. With support and guidance, the children will begin to evaluate their work and be encouraged to reflect on the work of their peers.</p>	<p>children will learn about the different materials needed to papier mâché successfully and will go on to create carnival masks, linked to their topic. The children will embellish their masks with colour and design.</p>
<p>Computing</p>	<p>Technology Around Us Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p>	<p>Creating Media- Digital Painting Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p>	<p>Creating Media- Digital Writing Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which</p>	<p>Grouping Data This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p>	<p>Programming- Moving a robot Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. Learners are also introduced to the early stages of program</p>	<p>Programming Animations Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>





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			method they prefer and explain their reasoning for choosing this.		design through the introduction of algorithms.	
Nutritional Learning	<p>Healthy Eating As part of healthy eating, children will know that people need food and drink to stay alive, grow, be active and stay healthy, and consider that we eat different foods depending on the time of day. They will learn about how fruit and vegetables in their diet act as a source of energy and that everyone should have at least 5 portions of fruits and vegetables every day. They will also begin to discuss fruit and vegetables that they like and dislike. Children will also have the opportunity to investigate alternative options such as fruit bars or cereal bars with fruit as part of this unit of work.</p>	<p>Consumer Awareness As part of beginning to understand consumer awareness, children will learn that all fruit and vegetables come from plants and will begin to identify some produce and plants. They will know that fruit and vegetables come loose or in packaging with food labels which provide information. They will also begin to understand the importance of not wasting food and learn how to recycle packaging.</p>	<p>Food and Farming In Year 1, children will begin to understand Seasonality. They will be able to name foods that grow above the ground and under the ground and give examples of how plants are harvested and when they are available for us to eat depending on the seasons. The children will also give examples of foods that grow in different seasons in the UK (spring and summer).</p>	<p>Recipes, Ingredients and Tasting Children will start to recognise and name a basic range of ingredients needed to make a simple salad and identify how they need to be prepared. They will be able to give examples of fruit and vegetables that come from shops and can be grown at home. Children will have the opportunity to taste ingredients, describe the taste through fruit and veg tasting, and identify likes and dislikes.</p>	<p>Food Safety and Hygiene Children will give some examples of foods which fruit and vegetables should be kept in the fridge/ cupboard/ freezer and describe what might happen to fruit and vegetables if they are not kept properly. They will be able to follow basic food safety rules when preparing and cooking food and get ready to cook with some supervision. With supervision they will also take part in simple clearing up tasks.</p>	<p>Planning for Healthy Cooking and Evaluation The children will design simple recipe instructions, either in simple sentences or using pictures to show how make a salad. They will have the opportunity to work in a wider context, to make a simple dish with support (Healthy Salad) while developing the appropriate kitchen skills. They will begin to explore and evaluate simple existing dishes through discussions, comparisons, and simple written evaluations.</p>
DT	<p>Topic: Introduction to DT Project: Skill Building Activities</p>	<p>Topic: Mechanisms Project: Moving Pictures</p>	<p>Topic: Illusions Project: Optical Illusions</p>	<p>Topic: Structure Project: Moving Vehicles</p>	<p>Topic: Cooking Project: Healthy Salad</p>	<p>Topic: Textiles Project: Weaving</p>
	<p>As an introduction to Design and Technology, the children will be developing their basic skills in cutting and shaping with guidance. They will do this through various activities and will evaluate their work and skills at different stages during this topic with support and through discussion with peers and adults.</p>	<p>With support, the children using annotated drawings to design and make moving pictures that include a sliding mechanism. The children will have the opportunity to follow</p>	<p>This term the children will be investigating optical illusions. They will begin to generate ideas for their final products. With close support, the children will mark and cut out their spinner with</p>	<p>The children will have the opportunity to consider what moving vehicles they see in everyday life to design and make a moving vehicle using dowels and securing wheels to their product. Children will then begin to add simple decorations to improve the appearance of their moving</p>	<p>The children will design simple recipe instructions, either in simple sentences or using pictures to show how make a salad. They will have the opportunity to work in a wider context, to make</p>	<p>This term the children have the opportunity to explore weaving. With support, they will begin to select appropriate material to create a woven place mat and enhance the appearance of their work by adding</p>





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		a simple set of instruction to make their moving pictures while considering what equipment they will need and how it will be used safely. They will begin to evaluate their work through discussions.	some accuracy. The children will have the opportunity to discuss and reflect on their final product and begin to identify strengths of their work.	vehicle. They will begin to evaluate their final product against and success criteria.	a simple dish with support while developing the appropriate kitchen skills. They will begin to explore and evaluate simple existing dishes through discussions and simple written evaluations.	beads for decoration. Children will evaluate their work by discussing the challenges and identifying the strengths of their final woven placemat.
Music	<p>Pulse and Rhythm (All About Me) The children will: Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse.</p>	<p>Classical Music, dynamics and tempo (Animals) The children will: Observe others and try to play appropriately. Sing in time from memory, with some accuracy. Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus.</p>	<p>Musical Vocabulary (Under the Sea) The children will: Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit.</p>	<p>Timbre and Rhythmic Patterns (Fairy tales) The children will: Chant the well-known phrase, "I'll huff..." Make changes to their voices to represent a character. Choose a suitable sound to represent a specific point in a story. Play a rhythmic pattern along with their spoken words. Identify and hold up the correct sign to correspond to some music. Play/chant along with the elements of a story with prompting from the teacher.</p>	<p>Pitch and Tempo (Superheroes) The children will: Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. Suggest improvements to their work.</p>	<p>Vocal and Body Sounds (By the Sea) The children will: Create movements that match the music, explaining why they are moving in that way. Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it.</p>





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						Make more than one sound on their instrument and with their voice.
PSHE Core Values	Respect Friendship We discuss the qualities of a good friend and how to be a good friend. We will look at how we can solve problems if we fall out with a friend. We will discuss how we can help or look after our friends. We will learn about what bullying is and how to help someone who is being bullied.	Resilience Healthy Eating and life style Children will discuss a healthy diet and how to ensure we have a healthy diet. Children will create their own healthy lunches. Children will learn about how to wash their hands correctly. Children will also learn how to take care of their teeth.	Aspiration Internet safety and mental well-being We will work on how to stay safe on the internet. We will discuss different emotions and how facial expressions and body language tell us about people's emotions. Children will consider their own well-being. They will focus on what makes them happy and the things that they enjoy	Responsibility Staying safe Children will learn about secrets and when it is appropriate to share secrets. We will discuss our feelings and how to appropriately share our feelings. Children will learn about who to share their worries and feelings with for different scenarios.	Caring People who help us Children talk about the members of their family and how they show that they care for them. Children will learn about all of the different people in the school environment and how they work together to make a school community. Children will learn about the different careers that people have to keep us safe. Children start to consider the careers they would like in the future. They think about the skills needed for these jobs.	Compassion Physical health and fitness We will work on the benefits of exercise for our mind and body. Children will set goals for themselves for physical activity. We will discuss how to reach these goals and how we feel when we reach them. We will discuss the benefits of exercise on our mental well-being. As we look ahead to year 2, we will consider transition and the feelings associated with moving to a new year group.
PE	•	•	•		•	•
RE	Christianity – The Creation Story Key Question: Does God want Christians to look after the world?	Christianity – The Christmas Story Key Question: What gift would I have given to Jesus if HE had been born in my town and not Bethlehem?	Christianity – Jesus as a friend. Key Question: Was it always easy for Jesus to show friendship?	Christianity – Easter. Palm Sunday Key Question: Why was Jesus welcomed	Judaism - Shabbat Key Question: Is Shabbat important to Jewish children?	Judaism - Chanukah Key Question: Does celebrating Chanukah make Jewish children feel closer to God?





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	<p>LO: We are learning to retell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment</p> <p>AT1 - I can tell you about what Christians believe about how the worlds was created.</p> <p>AT2 – I can link things that are important to me and other people with the way I think and behave in relation to nature and the world.</p>	<p>LO: We are learning to reflect om the Christmas story and decide what gifts would be meaningful for Jesus.</p> <p>AT1 - I can start to explain why Jesus is special to Christians (as a gift from God).</p> <p>AT2 – I can understand that because Christians believe God gave Jesus as a gift to the world, they give each other gifts at Christmas. I understand this link.</p>	<p>LO: We are learning to identify when it is easy and difficult to show friendship and to explore what Jesus may have found difficult.</p> <p>AT1 – I can describe how difficult Jesus might have found it to show friendship in a story and explain why</p> <p>AT2 – I can identify when it is easy or hard for me to show friendship (assessed in Lessons 1 and 6)</p>	<p>like a king or celebrity by the crowds on Palm Sunday?</p> <p>LO: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p> <p>AT1 – I can tell you why Jesus is so special to Christians (Son of God) and show some understanding of the significance of Palm Sunday to Christians.</p> <p>AT2 – I can link Christians’ belief in Jesus to the way He should be welcomed and start to explain my thinking.</p>	<p>LO: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p> <p>AT1 – I can start to explain why Shabbat is important to Jewish children.</p> <p>AT2 – I can explain how being a member of a religion influences people’s behaviour.</p>	<p>LO: We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.</p> <p>AT1 – I can start to describe some of the ways in which Jewish children feel close to God during Chanukah.</p> <p>AT2 – I can explain why I think some Chanukah activities would help a Jewish child feel closer to God than other activities.</p>
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