



## Year 1 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ash Vale Versus London	Off to the Shops	Toys and Inventions	On the Catwalk	The Power of Plants	Beside the Seaside
Hook ideas/ trip?	Local area walk	Milestones	Magic toys	Year 1 Fashion Show	Grow a sunflower	Holidays
English	<i>Saying a sentence before writing it. Re-reading sentences to make sure it makes sense. Correct punctuation (full stop, capital letter and finger spaces) To write a short narrative based on a known story.</i>	<i>Saying a sentence before writing it. Re-reading sentences to make sure it makes sense. Correct punctuation (full stop, capital letter and finger spaces) To write a short narrative based on a known story.</i>	<i>Saying a sentence before writing it. Re-reading sentences to make sure it makes sense. Correct punctuation (full stop, capital letter and finger spaces) To write a short narrative based on a known story.</i>	<i>Saying a sentence before writing it. Re-reading sentences to make sure it makes sense. Correct punctuation (full stop, capital letter and finger spaces) To write a short narrative based on a known story.</i>	<i>Saying a sentence before writing it. Re-reading sentences to make sure it makes sense. Correct punctuation (full stop, capital letter and finger spaces) To write a short narrative based on a known story.</i>	<i>Saying a sentence before writing it. Re-reading sentences to make sure it makes sense. Correct punctuation (full stop, capital letter and finger spaces) To write a short narrative based on a known story.</i>
Reading	<b>The Queens Hat</b>	<b>The Shopping Basket</b>	<b>Rainy Day Rabbit</b>	<b>The Smartest Giant in Town</b>	<b>The Enormous Turnip</b>	<b>Meerkat Mail</b>
Phonics	Revision of previously taught Phase 5 GPCs 2 new GPCs 9 new HRS words		Alternative spellings for previously taught sounds 49 new GPCs 4 new HRS words Oral blending Revision		Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum	
Maths	<u>Place value (within 10):</u> sort, count, represent objects. Count, read and write forwards and backwards 0 -10. One more and one less. Compare groups using greater/fewer and <,> and =. Use ordinal numbers. <u>Subtraction and Addition (within 10):</u> part-whole model. Fact families. Number bonds to 10. Adding together. Adding more. Finding a part. Subtraction methods. Comparing number sentences.	<u>Subtraction and Addition (within 10):</u> part-whole model. Fact families. Number bonds to 10. Adding together. Adding more. Finding a part. Subtraction methods. Comparing number sentences. <u>Geometry and shape:</u> recognising and naming 2D and 3D shapes. <u>Place Value within 20:</u> sort, count, represent	<u>Subtraction and Addition (within 20):</u> part-whole model. Fact families. Number bonds to 20. Adding together. Adding more. Finding a part. Subtraction methods. Comparing number sentences. <u>Place Value within 50:</u> sort, count, represent objects. Count, read and write forwards and backwards 0 -20. One	<u>Length and Height:</u> comparing lengths and heights, measuring length and introduce and use a ruler. Adding and subtracting length problems. <u>Weight and Volume:</u> measuring and comparing mass, solving weight and mass problems, measuring and comparing capacity.	<u>Multiplication and Division:</u> counting in 2s, 5s and 10s, making and adding equal groups, making arrays, make doubles, make equal groups by grouping and sharing. <u>Fractions:</u> Find a half, find a quarter. <u>Geometry:</u> Describe turns, describe position.	<u>Place Value within 100:</u> sort, count, represent objects. Count, read and write forwards and backwards 0 -100. One more and one less. Compare groups using greater/fewer and <,> and =. Use ordinal numbers

## Year 1 2022-2023

	more. Finding a part. Subtraction methods. Comparing number sentences.	objects. Count, read and write forwards and backwards 0 -20. One more and one less. Compare groups using greater/fewer and <,> and =. Use ordinal numbers.	more and one less. Compare groups using greater/fewer and <,> and =. Use ordinal numbers.	<u>Money</u> : recognising coins and notes, counting in coins. <u>Time</u> : Before and after, dates, time to the hour and half hour and writing and comparing time.		
Science						
	<u>The Human Body</u> : Labelling the parts of the body Naming the five senses	<u>Seasonal changes (Autumn and Winter)</u> Trees: Evergreen and Deciduous	<u>Materials</u> - name a variety of everyday materials, describe and group based on properties	<u>Materials</u> - Name, identify, describe and compare materials and their properties <u>Seasonal Changes Spring</u> - Observe changes across the seasons and describe weather and day length associated with the seasons.	<u>Seasons</u> : Observe how day length changes <u>Plants</u> Identify and describe the basic structure of a variety of common flowering plants, including trees.	<u>Grouping and classifying animals</u> name and classify a variety of animals by type and dietary group <u>Gathering data</u> : favourite animal <u>Seasonal Changes</u> : Summer
History						
	Comparing shopping now to shopping/ high streets 100 years ago	Describe toys from the past Famous Inventor: Steve Jobs	Compare outfits that children wore in Victorian times to now. Timeline of fashion changes through the decades	Comparing seaside holidays in Victorian times to now		
Geography						
	Locating the four countries of the UK, their capital cities and surrounding seas Locating Ash Vale and identifying physical and human features. Locating London and identifying physical and human features. Map of school grounds	Compare traditional toys from around the world	Compare traditional dress across the four UK countries	Compare structure of plants in different climates	Locating seaside towns and seas surrounding the UK	
Art						

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	<u>Self-portrait</u> : paint				Recreate art in the style of Andy Goldsworthy (natural sculptures) and Andy Warhol (pop art)	Gradient painting with seaside silhouette (umbrella, boat, person)
DT	<u>Fruit Kebab</u> : food technology	<u>Model Shop</u> : Designing and building a model shop or high street	Design and make: junk modelling - toy Multi-media collaging	Design and decorate a t-shirt	Clay plant pot: design, create and evaluate	Seaside Collage
Music	<u>Hey You!</u> : listening and appraising rap music; learning about pulse, rhythm and pitch  <i>Glockenspiels</i>	<u>Rhythm in the way we walk and Banana Rap</u> : How does music tell stories about the past? Adding rhythm and pitch <u>Christmas Performance</u>  <i>Glockenspiels</i>	<u>In the Groove</u> : Listen and appraise and improvisation.	<u>Round and Round</u> : pulse, rhythm and pitch. Singing and playing instruments	<u>Your Imagination</u> : Listen and appraise, compose  <i>Glockenspiels</i>	<u>Reflect, Rewind and Replay</u> : Listen and appraise, singing, playing instruments, improvisation, composition and performing.  <i>Glockenspiels</i>
Computing	<u>Technology Around Us</u> : recognising technology in school and using it responsibly	<u>Creating media</u> : choosing appropriate tools in a program to create art, and making comparisons with working non-digitally	<u>Digital Writing</u> : using a computer to create a format text, before comparing to writing non-digitally	<u>Grouping Data</u> : exploring object labels, then using them to sort and group objects by properties	<u>Programming B</u> : <u>Programming animations</u> : Designing and programming the movement of a character on screen to tell stories.	<u>Programming A: Moving a Robot</u> : writing short algorithms and programmes for floor robots and predicting outcomes
PSHE	<u>Being Me in My World</u> : Feeling safe in class; sense of belonging; understanding different feelings, include pride	<u>Celebrating Difference</u> : spotting similarities and differences; making new friends	<u>Dreams and Goals</u> : setting simple goals and working out how to achieve them; tackling new challenges and overcoming obstacles	<u>Healthy Me</u> : Understand the difference between being healthy and unhealthy and know some ways to keep healthy	<u>Relationships</u> : Identify family members and that there are different types of families. Identify what makes a good friend. Understand appropriate physical contact.	<u>Changing Me</u> : Understanding life cycles, identifying changes in themselves (including body), Identify what makes the parts of the body that make boys and girls different, celebrating and coping with changes
PE	<u>Multi-Skills</u> : agility, balance and coordination	<u>Story Time Dance</u> : changing direction during travelling moves; moving to music; linking together dance moves	Dance/ Gymnastics	<u>Brilliant Ball Skills</u> : Master basic sending and receiving techniques. Develop balance, agility and coordination	<u>Throwing and Catching (field games)</u> : To learn skills for striking and fielding games.	<u>Active Athletics</u>

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RE	<u>The Creation Story:</u> Does God want Christians to look after the world?	<u>The Christmas Story:</u> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<u>Jesus as a friend:</u> Understanding the qualities of Jesus through reading stories from the Bible (e.g. Jesus Stills the Storm)	<u>Easter:</u> How is Jesus welcomed on Palm Sunday and The Easter Story	<u>Shabbat:</u> empathise with Jewish children by understanding what they do during Shabbat and why it is important to them	<u>Rosh Hashanah:</u> empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them
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Please note that this is subject to change