





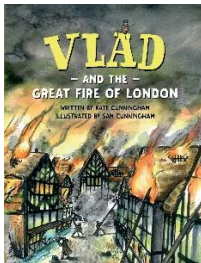
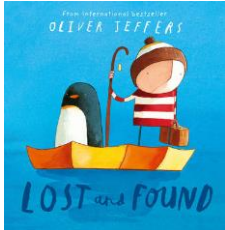
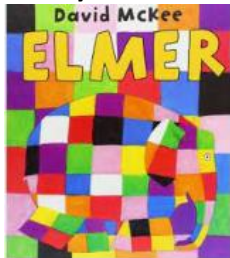
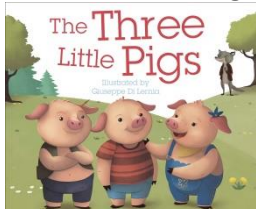
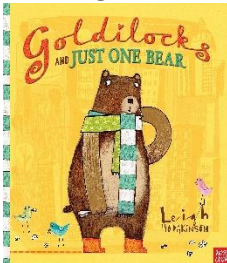
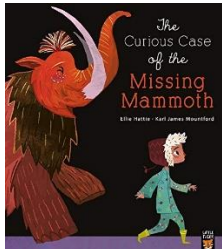
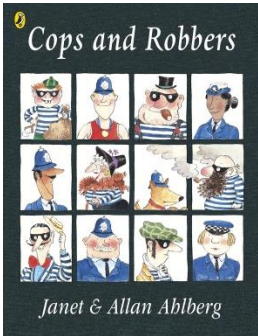
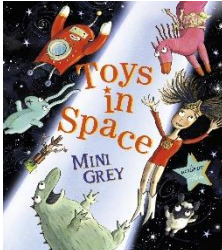

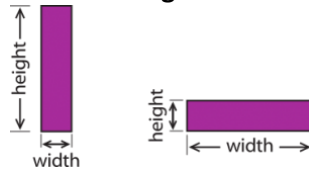

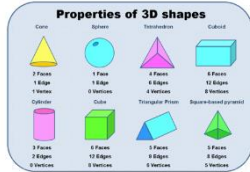


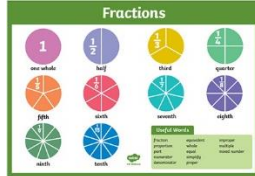


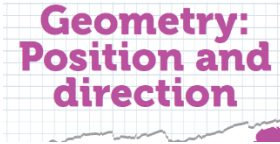
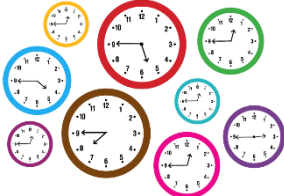










Year One Overview 2023-2024




YEAR ONE	Autumn Term		Spring Term		Summer Term	
Poetry	<p>Sea Songs</p>  <p>Action rhyme and list poem</p>	<p>There Are No Such Things as Monsters!! by Roger Stevens</p>  <p>Descriptive poem based on a model</p>	<p>If I Had a Beak by The Literacy Company</p>  <p>Descriptive poem using the senses</p>	<p>At the Zoo by W. M. Thackeray</p>  <p>List poem</p>	<p>I Spun a Star by John Foster</p>  <p>List poem</p>	<p>Poetry Fruit Salad</p>  <p>Senses poem</p>



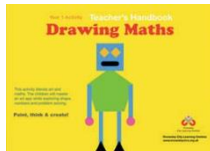
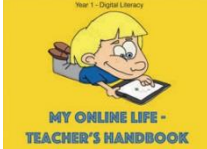



YEAR ONE	Autumn Term		Spring Term		Summer Term	
English	<p>Vlad and the Great Fire of London</p>  <p>Historical fiction</p>	<p>Lost and Found By Oliver Jeffers</p>  <p>Fiction</p>	<p>Goldilocks and the Three Bears</p>  <p>Traditional Tale</p>	<p>The Lion Inside by Rachel Bright</p>  <p>Rhyming fiction</p>	<p>Elmer by David McKee</p>  <p>Fiction</p>	<p>Dogger by Shirley Hughes</p>  <p>Fiction</p>
	<p>The Three Little Pigs</p>  <p>Traditional Tales</p>	<p>Handa's Surprise by Eileen Browne</p>  <p>Fiction</p>	<p>Goldilocks and just one bear by Leigh Hodgkinson</p>  <p>Traditional Tale</p>	<p>Curious Case of the Missing Mammoth by Ellie Hattie</p>  <p>Adventure Narrative with some non-fiction</p>	<p>Where the Wild Things Are by Maurice Sendak</p>  <p>Fiction</p>	<p>Traction Man by Mini Grey</p>  <p>Adventure narrative</p>
	<p>Beegu by Alexis Deacon</p>  <p>Fiction</p>	<p>Cops and Robbers by Janet and Allen Ahlberg</p>  <p>Humorous rhyming fiction</p>	<p>The Tiger who came to Tea by Judith Kerr</p>  <p>Fiction</p>	<p>Toys in Space by Mini Grey</p>  <p>Fantasy fiction</p>		







YEAR ONE		Autumn Term		Spring Term		Summer Term												
Maths	<h3>Place Value</h3> 	<h3>Addition and subtraction</h3> <table><tr><td>Addition</td><td>+</td></tr><tr><td>Subtraction</td><td>-</td></tr></table>	Addition	+	Subtraction	-	<h3>Addition and subtraction</h3> <table><tr><td>Addition</td><td>+</td></tr><tr><td>Subtraction</td><td>-</td></tr></table>	Addition	+	Subtraction	-	<h3>Measurement: Length and height</h3> 	<h3>Multiplication and division</h3> <table><tr><td>Multiplication</td><td>×</td></tr><tr><td>Division</td><td>÷</td></tr></table>	Multiplication	×	Division	÷	<h3>Place Value</h3> 
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Addition	+																	
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	<h3>Place Value</h3> 			<h3>Geometry: Position and direction</h3> <h3>Geometry: Position and direction</h3> 	<h3>Measurement: Time</h3> 													



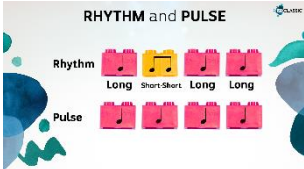

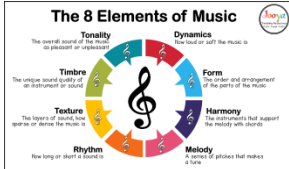

YEAR ONE	Autumn Term		Spring Term		Summer Term	
Science	<div>Seasonal Changes</div> <div></div> <div><ul style="list-style-type: none">observe changes across the 4 seasonsobserve and describe weather associated with the seasons and how day length varies</div> <div>(to run throughout the year)</div> <div><div>Materials</div><div></div><div><ul style="list-style-type: none">distinguish between an object and the material from which it is madeidentify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rockdescribe the simple physical properties of a variety of everyday materialscompare and group together a variety of everyday materials on the basis of their simple physical properties</div></div>	<div>Plants</div> <div></div> <div><ul style="list-style-type: none">identify and name a variety of common wild and garden plants, including deciduous and evergreen treesidentify and describe the basic structure of a variety of common flowering plants, including trees</div>	<div>Animals, including</div> <div></div> <div>humans</div> <div><ul style="list-style-type: none">identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</div>	<div>Animals, including humans</div> <div></div> <div><ul style="list-style-type: none">identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsidentify and name a variety of common animals that are carnivores, herbivores and omnivoresdescribe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</div>	Scientific Enquiry Challenges	







YEAR ONE	Autumn Term	Spring Term	Summer Term
History	<p data-bbox="212 177 719 240">Could the Great Fire of London have been prevented?</p>  <ul data-bbox="212 587 772 759" style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] <p data-bbox="387 826 548 858">Bonfire Night</p>	<p data-bbox="808 177 1462 240">Would you rather go exploring with Neil Armstrong or Christopher Columbus?</p>  <ul data-bbox="853 571 1433 743" style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p data-bbox="1518 177 2123 240">Would your older relatives favourite toy from the past be the same as yours today?</p>  <ul data-bbox="1547 584 2114 683" style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life







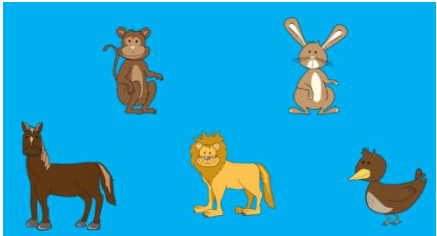

YEAR ONE	Autumn Term	Spring Term	Summer Term
Geography	<p>What is it like here? Fieldwork: school grounds</p>  <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>What is the weather like in the UK? Fieldwork: school grounds</p>  <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>What is it like to live in Shanghai? Fieldwork: local area</p>  <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

YEAR ONE	Autumn Term	Spring Term	Summer Term			
Computing	 <p>Mandatory Skills:</p> <ul style="list-style-type: none">I can do the basics with technology.I can take a good quality photograph and video on an iPad/digital camera. <p>Information Technology:</p> <ul style="list-style-type: none">I can use technology to create and present my ideas.I can organise and store my digital work.I can collect and sort data. <p>Digital Literacy:</p> <ul style="list-style-type: none">I can recognise the ways we use technology in our classroom, my home and community.I can use a search engine.I understand something online may upset and know where to find help it anything does.I can describe how to behave online in ways that do not upset others and can give examples.I know the rules of using technology at home or in school.I can explain what personal information is and give examples of it.	 <p>Mandatory Skills:</p> <ul style="list-style-type: none">I can do the basics with technology. <p>Information Technology:</p> <ul style="list-style-type: none">I can use technology to create and present my ideas.I can organise and store my digital work. <p>Digital Literacy:</p> <ul style="list-style-type: none">I can communicate politely via the internet.  <p>Mandatory Skills:</p> <ul style="list-style-type: none">I can do the basics with technology. <p>Information Technology:</p> <ul style="list-style-type: none">I can use technology to create and present my ideas.I can organise and store my digital work. <p>Digital Literacy:</p> <ul style="list-style-type: none">I can communicate politely via the internet.	 <p>Mandatory Skills:</p> <ul style="list-style-type: none">I can do the basics with technology.I can take a good quality photograph and video on an iPad/digital camera. <p>Information Technology:</p> <ul style="list-style-type: none">I can use technology to create and present my ideas.I can organise and store my digital work.I can collect and sort data. <p>Digital Literacy:</p> <ul style="list-style-type: none">I can recognise the ways we use technology in our classroom, my home and community.I can use a search engine.I understand something online may upset and know where to find help it anything does.I can communicate politely via the internet.I understand that once something it posted you lose control if it.I can describe how to behave online in ways that do not upset others and can give examples.	 <p>Mandatory Skills:</p> <ul style="list-style-type: none">I can do the basics with technology.I can take a good quality photograph and video on an iPad/digital camera. <p>Computer Science:</p> <ul style="list-style-type: none">I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.I can create algorithms that can be turned into a program using a robot or digital device.I can independently debug simple sequence errors in a program.I can use logical reasoning to predict the outcome of simple programs. <p>Information Technology:</p> <ul style="list-style-type: none">I can use technology to create and present my ideas.I can organise and store my digital work.I can collect and sort data. <p>Digital Literacy:</p> <ul style="list-style-type: none">I can recognise the ways we use technology in our classroom, my home and community.I can communicate politely via the internet.	 <p>Mandatory Skills:</p> <ul style="list-style-type: none">I can do the basics with technology.I can take a good quality photograph and video on an iPad/digital camera. <p>Information Technology:</p> <ul style="list-style-type: none">I can use technology to create and present my ideas.I can organise and store my digital work.I can collect and sort data. <p>Digital Literacy:</p> <ul style="list-style-type: none">I can recognise the ways we use technology in our classroom, my home and community.I can use a search engine.I can communicate politely via the internet	 <p>Mandatory Skills:</p> <ul style="list-style-type: none">I can do the basics with technology.I can take a good quality photograph and video on an iPad/digital camera. <p>Computer Science:</p> <ul style="list-style-type: none">I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.I can independently debug simple sequence errors in a program.I can use logical reasoning to predict the outcome of simple programs.I can create algorithms that can be turned into a program using a robot or digital device. <p>Information Technology:</p> <ul style="list-style-type: none">I can use technology to create and present my ideas.I can organise and store my digital work. <p>Digital Literacy:</p> <ul style="list-style-type: none">I can recognise the ways we use technology in our classroom, my home and community.I can communicate politely via the internet.

YEAR ONE	Autumn Term		Spring Term		Summer Term	
	Drawing	Construction and Textiles	Printing	Cooking and Nutrition	Mixed Media	Mechanisms
Art/Design Technology	<p>Artist Link - Paul Klee or Patrick Caulfield</p>  <ul style="list-style-type: none"> Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. Talk about the features they like in their own work and in the work of others. Talk about what they might change in their own work. 	<p><u>Animal Masks / Christmas decorations</u></p>  <ul style="list-style-type: none"> Use pictures and words to convey what they want to design / make. Explore ideas by rearranging materials. Select pictures to help develop ideas. Use mock-ups e.g. recycled material trial models to try out their ideas. Select materials from a limited range. Explain what they are making. Name the tools they are using. Start to use technical vocabulary. Cut out shapes which have been created by drawing round a template. Join materials in a variety of ways. Decorate using a variety of techniques. Know some ways of making structures stronger. Show how to stiffen some materials. Know how to make a simple structure more stable. Attach wheels to a chassis using an axle. 	<p>Artist Link – Henri Matisse or Charles Rennie Mackintosh</p>  <ul style="list-style-type: none"> Describe what they think and feel about the work of a chosen artist, craft maker or designer. Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package. Talk about what they might change in their own work. 	<p><u>Fruit Kebabs</u></p>  <ul style="list-style-type: none"> Group familiar food products e.g. fruit and vegetables. Cut and chop a range of ingredients. Work safely and hygienically. Know about the need for a variety of foods in a diet. 	<p>Artist Link – Pattern making or Guillermo Kuitca</p>  <ul style="list-style-type: none"> Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. Beginning to work creatively e.g. with a range of media on different scales. Begin to talk about the style of a chosen artist, craft maker or designer. Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture 	<p>Car for Goldilocks and the 3 bears</p>  <ul style="list-style-type: none"> Use pictures and words to convey what they want to design / make. Explore ideas by rearranging materials. Select pictures to help develop ideas. Use mock-ups e.g. recycled material trial models to try out their ideas. Select materials from a limited range. Explain what they are making. Name the tools they are using. Start to use technical vocabulary. Cut out shapes which have been created by drawing round a template. Join materials in a variety of ways. Decorate using a variety of techniques. Know some ways of making structures stronger. Show how to stiffen some materials. Know how to make a simple structure more stable. Attach wheels to a chassis using an axle.

YEAR ONE	Autumn Term		Spring Term		Summer Term	
Music	<p>Musical Vocabulary (Under the sea)</p>  <ul style="list-style-type: none"> Learn musical vocabulary pulse and tempo. To explain what dynamics, tempo, pitch, rhythm, texture, structure are <p>To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p>	<p>Classical music, dynamics and tempo</p>  <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> 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>Pulse and rhythm</p>  <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> 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>Timbre and rhythmic patterns (Fairytales)</p>  <ul style="list-style-type: none"> Familiar stories and character voices Select appropriate instruments to tell a story Clap syllables in words and phrases and perform a story. Use timbre to represent different characters in a song. Use untuned instruments in a class performance. 	<p>Pitch and tempo (Superheros)</p>  <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> 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. <p>Suggest improvements to their work.</p>	<p>Vocal and body sounds (By the sea)</p>  <p>Create movements that match the music, explaining why they are moving in that way.</p> <p>Identify descriptive sounds within the music.</p> <p>Recreate and then adapt descriptive sounds heard using their voice or body.</p> <p>Make appropriate instrument choices to represent a descriptive sound.</p> <p>Control instruments and voices to make both quiet and loud sounds.</p> <p>Follow simple instructions during a group performance.</p> <p>Create their own graphic score and play from it.</p> <p>Make more than one sound on their instrument and with their voice.</p>

YEAR ONE	Autumn Term		Spring Term		Summer Term	
Physical Education	<p data-bbox="255 140 353 164">Athletics</p>  <ul data-bbox="159 347 450 1267" style="list-style-type: none"> • demonstrate the five basic jumps, showing control at take-off and landing. • run showing a change of pace. • throw with increasing accuracy and coordination into targets set at different distances. • demonstrate a range of throwing actions using a variety of equipment. • watch, copy and describe what they and others have done. • recognise and describe what their bodies feel like during different types of activity. 	<p data-bbox="591 140 667 164">Dance</p>  <ul data-bbox="479 347 770 1469" style="list-style-type: none"> • explore movement ideas and respond imaginatively to a range of stimuli. • move confidently and safely in their own and general space, using changes of speed, level and direction. • compose and link movement phrases to make simple dances with clear beginnings, middles and ends. • perform movement phrases using a range of body actions and body parts. • talk about dance ideas inspired by different stimuli. • watch, copy and describe dance movement. • recognise how their bodies feel when still and exercising. 	<p data-bbox="891 140 1021 164">Gymnastics</p>  <ul data-bbox="801 347 1106 1203" style="list-style-type: none"> • explore gymnastic actions and still shapes. • move confidently and safely in their own and general space, using changes of speed, level and direction. • copy or create and link movements phrases with beginnings, middles and ends. • perform movement phrases using a range of body actions and parts. • watch, copy and describe what they and others have done. • recognise how their bodies feel when still of exercising. 	<p data-bbox="1240 140 1361 164">Basketball</p>  <ul data-bbox="1137 336 1464 799" style="list-style-type: none"> • move a ball using simple throwing techniques • explore different ways of moving a ball • sometimes catch a ball • stop a ball moving in other ways • play simple ball games involving kicking, catching or throwing 	<p data-bbox="1592 140 1720 164">Tag Games</p>  <ul data-bbox="1496 360 1816 1123" style="list-style-type: none"> • To be confident and safe in the spaces used to play games. • explore and use skills, actions and ideas individually and in combination to suit the game they are playing. • choose and use skills effectively for particular games • watch, copy and describe what others are doing. • describe what they are doing. • understand that being active is good for them. 	<p data-bbox="1957 140 2033 164">Tennis</p>  <ul data-bbox="1845 352 2145 922" style="list-style-type: none"> • Strike a ball using a bat • move a ball using simple throwing techniques • explore different ways of moving a ball • sometimes catch a ball • strike a ball moving in other ways • play simple ball games involving striking, catching or throwing

YEAR ONE	Autumn Term		Spring Term		Summer Term	
Religious Education	<p>Christianity (God)</p>  <p>What do Christians say that God is a Father?</p>	<p>Christianity (Jesus)</p>  <p>Why is Jesus special to Christians?</p>	<p>Islam</p>  <p>How might beliefs about creation affect the way people treat the world?</p>	<p>Judaism</p>  <p>Why might some people put their trust in God?</p>	<p>Hindu Dharma</p>  <p>What do Hindus believe about God?</p>	<p>Christianity (Church)</p>  <p>How might some people show that they belong to God?</p>
	<p>Animals</p>  <ul style="list-style-type: none"> • Be introduced to ten animals in Spanish • Match all the new Spanish words to the appropriate picture • Remember the words for at least five animals in Spanish unaided • Attempt to spell at least three animals correctly in Spanish 		<p>I Can ...</p> <ul style="list-style-type: none"> • Recognise some common Spanish verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with puedo 		<p>Ice Cream</p>  <ul style="list-style-type: none"> • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in Spanish using 'quisiera'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub 	