**Overview 2019-2020 Year 1**

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|  | **Autumn1**  **Who is your hero?**  **Superheroes and Florence Nightingale**  **( Superhero dress up day)**  **7 weeks** | **Autumn 2**  **Dinosaur Planet**  **8 weeks**  **( zoo trip)** | **Spring1**  **Moon Zoom**  **6 weeks**  **(Alien dress up day)** | **Spring 2**  **Should you go down to the woods today?**  **(Lord Leverhulme)**  **(Rivington walk)**  **5 weeks** | **Summer 1**  **Bright Lights**  **Big City**  **(Great Fire of London)**  **(Fire Station Trip)**  **6 weeks** | **Summer 2**  **Where could we go on our holidays**  **(history, seaside)**  **( seaside trip)**  **7 weeks** |
| Lit  *writing genres* | Labelling a superhero.  Villain words  Hero words | Fact files on Dinosaurs.  Herbivores.  Carnivores.  Omnivores.  Mary Anning. | Write a fact file about Our Solar System.  Write a poem about the weather/ planet. | Recount of walk up Rivington.  Description of setting.  Narrative linked to traditional tale. | Facts about London landmarks.  Write a recount on a visit to the fire station.  Write facts about London Landmarks. | Instructions in how to make a sandwich. |
| Key Reading texts  *See books we bought* | Traction Man  Florence Nightingale.  Superworm  Supertato  Superhero ABC | Harry and the bucket full of dinosaurs.  Lucky day for dinosaur.  Stomp, chomp, big roar here come the dinosaurs. | Aliens love Underpants.  You choose in space.  Whatever next.  Moonwalk  One giant leap the story of Neil Armstrong.  Oi dog/ frog! | My Magic Garden.  Seed to Sunflower.  You wouldn’t want to be in the Great fire of London.  The little gardener  Little Red Riding hood.  Little red reading Hood. | Paddington Bear  The Great Fire of London.  Facts about London Landmarks.  The queens handbag.  The royal baby’s big red bus tour of London.  Poetry – London bridge is falling down. | The Lighthouse keepers lunch.  Facts about the RNLI.  Lighthouses for kids.  The Sandcastle.  The rainbow fish.  Snail and the whale.  Facts about Grace Darling. |
| Cross curricular writing | Why am I a superhero? What special talent have I? | Write facts about Mary Anning/  A type of dinosaur. | Poetry about the sun/wind | Describe a new planet.  Write about own magic garden. | Write a postcard from London. | Write what you can see in the Seaside picture. ( Alex’s wall) |
| Maths | Place value.   * Count to ten, forwards and backwards, beginning with 0-1, or from any given numbers. * Count, read and write numbers to 10 in numerals and words. * Given a number, identify one more or one less. * Identify and represent numbers using objects and pictorial representations including the number line, and use the language equal to, more than, less than etc.   Addition and subtraction.   * Represent and use number bonds and related subtraction facts within 10. * Read, write and interpret mathematical statements using +, - and =. * Solve problems involving + and -. | Shape.   * Recognise and name common 2D and 3D shapes.   Place Value.   * Count to 20, forwards and backwards from any iven number. * Count, read and write numbers to 20 in numerals and words. * Given a number one more or one less. * Identify and represent numbers using objects and pictorial representations including the number line, and use the language equal to, more than, less than etc. | Addition and subtraction within 20.   * Represent and use number bonds and related subtraction facts within 20. * Read, write and interpret addition and subtraction using +, -, =. * Solve on step problems with +, - and =.   Place value within 50.   * Count to 50, forwards and backwards from any iven number. * Count, read and write numbers to 50 in numerals and words. * Given a number one more or one less. * Identify and represent numbers using objects and pictorial representations including the number line, and use the language equal to, more than, less than etc. | Finish place value within 20. –  Multiples of 2, 5 and 10.  Length and height.   * Compare, describe and solve practical problems for length and height.   Weight and volume.  -compare, describe and solve practical problems for mass/weight. | Number: multiplication and division.   * Count in multiples of 2, 5 and 10s. * Solve one step problems.   Fractions.  -recognise, find and name a half as one of two equal parts of an object, shape or quantity.  - describe, compare and solve practical problems for length and height.  Compare, describe and solve practical problems for mass and weight.  Position and direction.   * Describe position, direct and movement.   Time.   * Days of the week and months of the year. * Half past and o’clock | Place value within 100.   * Count to and across 100, forwards and backwards from any given number. Count, read and write numbers to 100 in numerals. * One more and one less. * Represent numbers using practical manipulatives   Money.  -recognise and know the value of different coins and notes. |
| Science | Animals, including humans:  To identify, name and draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Seasonal Changes on going throughout the year – link with geography :  I can observe changes across the four seasons  I can observe and describe weather associated with the seasons and how day length varies.  Investigation  How does the length of a day change during the year?  What is the best way of finding out how much rain falls?  Working Scientifically:  I can ask simple questions and recognise that they can be answered in different ways.  I can observe closely, using simple equipment.  I can perform simple tests.  I can identify and classify.  I can use my observation and ideas to suggest answers to questions.  I can gather and record data to help in answering questions. | Dinosaurs/Animals, including humans:  I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.  I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  Investigation:  How can we identify and group different animals?  Seasonal Changes on going throughout the year.  Working scientifically on going throughout the year. | Seasonal Changes on going throughout the year.  Investigation:  See Autumn 1  Working scientifically on going throughout the year. | Plants:  I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  I can identify and describe the basic structure of a variety of common flowering plants, including trees.  Investigation:  What do plants need to grow well?  Seasonal Changes on going throughout the year.  Working scientifically on going throughout the year. | Everyday Materials:  I can distinguish between an object and the material from which it is made.  I can identify and mane a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  I can describe the simple physical properties of a variety of everyday materials.  I can compare and group together a variety of everyday materials on the basis of their simple physical properties.  (Which materials accelerated a fire?  Linked in with the Great Fire of London. )  Investigation  Which material is best for \_\_\_\_\_\_?  Seasonal Changes on going throughout the year.  Working scientifically on going throughout the year. | Seasonal Changes on going throughout the year  Investigation:  (bring all the information gathered through the year together)  How has the weather changed through the year in Horwich?  What changes have occurred across the four seasons?  (Identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world.)  Working scientifically on going throughout the year. |
| ICT | Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support when they have concerns about materials on the internet or other online technologies. | Recognise common uses of information technology beyond school. | Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instrucions. | Create and debug simple programs | Use logical reasoning to predict the behaviour of simple programs. | Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |
| PHSE | Why am I a superhero? What special talent have I?  Who am I? | n/a | n/a | My Magic garden. My safe place. Mental Health awareness. | n/a | n/a |
| History | Who is a Superhero?  The lives of significant individuals in the past who have contributed to national and international achievements.  Florence Nightingale. | Mary Anning.  The lives of significant individuals in the past who have contributed to national and international achievements. | Neil Armstrong.  The Moon landing.  The lives of significant individuals in the past who have contributed to national and international achievements. | Who is Lord Leverhulme?  Significant historical events, people and places in their locality. | The Great Fire of London. When and how it started. To recount events beyond living memory. | Grace Darling.  Seaside’s long ago magic granddad.  The lives of significant individuals in the past who have contributed to national and international achievements. |
| Geog | n/a | n/a | How does the weather affect our lives?  Identify seasonal and daily weather change and patterns in the UK. Compare and relate the changes to changes in clothing, trees, activities, weather. | Use basic geography vocab to refer to key physical and human features.  Gather information from locational and directional language, terrestrial photos, fieldwork.  Do simple observations, recordings, presentations and simple memory maps with symbols in a key. | Name and locate the 4 countries of the U.K, surrounding seas (and describe the flags.)  To know that London is the capital city of England (and to describe London landmarks. )  Locate Uk, England and London on different types of maps  Simple plans/street maps of London  Four points of a compass  Locational/directional language  Terrestrial and aerial photos  To use world maps, atlases and globes. | Where could we go on our holiday? Or  Why do we love being beside the seaside so much?  To describe vocabulary, beach,cliff,coast,sea, ocean, city, town, village, port, harbour.  Identify characteristic of the location/country e.g. seaside, countryside, town eg.  Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK e.g. beach in UK and beach **not** in Europe.  How have they changed?  Use basic geographical vocab to refer to human features.  Gather information from globes, different maps and photos |
| RE |  | The Christmas story. | Mother’s day | The Easter Story |  | Baptism |
| DT | Design and make a superhero mask.  Select from and use a range of equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. | Dinosaur Sock puppets.  Make Christmas cards/ calendars.  Select from and use a range of equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. | To design and create a planet based on design.  Make mother’s day cards. | Make Easter cards. | To explore mechanisms, constructing moving models. Use construction toys to build landmarks.  Father’s day Superhero moving cards D.T.  To make Tudor houses to burn.  Build structures exploring how they can made stronger, stiffer and more stable. To explore and use mechanisms in their products.  Bake bread. | How to make a sandwich.  Fruit kebabs.  To use the basic principles of a healthy and varied diet and to prepare dishes and understand where food comes from. |
| Art | Pencil portraits of ourselves. To develop a wide range of art and design techniques, in using colour, pattern, texture, line, shape, form and space. | Collage a dinosaur. To use a range of materials creatively to design and make products. | Paint an Alien using different media. To use a range of materials creatively to design and make products.  To use drawing, painting and sculpture, to develop share their ideas, experiences and imagination. | To use drawing, painting and sculpture, to develop share their ideas, experiences and imagination. | To draw, paint and use different mediums when drawing London landmarks. To use drawing, painting and sculpture, to develop share their ideas, experiences and imagination. | Lighthouses in the style of George Seurat.  Draw a seaside landscape with cliffs, harbour, ect. To look at the work of a range of artists, describe the differences and similarities between different practices and disciplines and make links to their own work. |
| Music | Listen with concentration and understanding to a range of high- quality live and recorded music.  Hey You! | Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Rhythm In The Way We Walk and The Banana Rap! | Play tuned and untuned instruments musically.  In The Groove | Play tuned and untuned instruments musically.  Round and Round. | Experiment with, create, select and combine sounds using the interrelated dimensions of music.  Your Imagination | Experiment with, create, select and combine sounds using the interrelated dimensions of music.  Reflect, Rewind and Replay |
| PE | Working progress! Dependent on sports coaches/rota.  Master basic movements including running, jumping, throwing and catching. Develop balance, agility and co-ordination and begin to apply these in a range of activities.  Participate in team games, developing simple tactics for attaching and defending. | | | | | |