



Year 1 - 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English / Post RWI	EYFS Transition Clever Sticks RWI	RWI	RWI	RWI	RWI Post RWI	RWI Post RWI
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling	<ul style="list-style-type: none"> ● Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. ● Combining words to make sentences; joining words and joining clauses using 'and'. ● Sequencing sentences to form short narratives. ● Separable words; capital letters, full stops, question marks and demarcating sentences. Capital letters for names and the personal pronoun 'I'. ● Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 					
Maths	<p>Wb 5.9.22 Closing the gaps from the previous year group</p> <p>1. counting, ordering, comparing numbers to 20 and beyond</p> <p>2. number stories, for addition / subtraction facts, doubles and counting on / back 1</p> <p>3. number stories, for addition / subtraction facts, doubles and counting on / back 1.</p> <p>4. 2D shapes: identifying, naming and sorting according to different properties.</p> <p>5. reading, writing, comparing, ordering numbers to 20 and</p>	<p>6. reading, writing, comparing, ordering numbers to 20 and beyond; adding / subtracting 1 or 10</p> <p>7. using number facts; representing addition and subtraction with concrete objects.</p> <p>8. establishing position and direction, then comparing and measuring lengths with uniform units.</p> <p>9. counting on or back 1 / 2 / 3 and recognising coins, then finding total</p> <p>Wb 5.12.22 assessment week - closing the gaps</p> <p>10. focus on counting on or back 1 / 2 / 3 and</p>	<p>11. using a variety of images to embed an understanding of 2-digit numbers and place value, including finding 1 more / less.</p> <p>12. embedding a reliable recall of number facts, then using these to solve simple word problems.</p> <p>13. using known number facts to add and subtract using unit patterns and other strategies.</p> <p>14. naming and identifying 3D shapes and their properties, and then on rehearsing days of the week and months of the year.</p>	<p>16. counting, extending this skill to include counting in 2s, 5s, 10s and identifying patterns; counting is related to estimation and then to halves and quarters as equal parts of a whole.</p> <p>17. number facts, including doubles and halves, and the use of these in additions and subtractions to 20</p> <p>18. units of time and telling the time to the nearest half hour, and on developing understanding of how long a minute, hour, day, week, etc. are</p> <p>Wb 20.3.23 assessment week - closing the gaps</p>	<p>21. consolidating understanding of 2-digit numbers, representing these in different ways, and partitioning into 10s and 1s.</p> <p>22. revision of number facts and using these to solve additions and subtractions involving 1- and 2-digit numbers.</p> <p>23. revision of number facts and using these to solve additions and subtractions involving 1- and 2-digit numbers.</p> <p>24. weight and capacity, comparing and using uniform non-standard units to measure both; information is recorded in block graphs for ease and clarity.</p>	<p>26. rehearsing place value in 2-digit numbers.</p> <p>27. identifying patterns in multiples of 2, 5 and 10, and relating counting in 2s to doubling and halving.</p> <p>28. telling the time to the quarter hour; on measuring lengths, recording information in pictograms and block graphs; and on repeating patterns using 2D shapes.</p> <p>29. using number facts to solve additions and subtractions involving 1- and 2-digit numbers and finding change.</p>



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	<p>beyond; adding / subtracting 1 or 10.</p> <p>Wb 17.10.22 closing the gaps</p>	<p>recognising coins, then finding totals</p>	<p>15. counting, extending this skill to include counting in 2s, 5s, 10s and identifying patterns; counting is related to estimation and then to halves and quarters as equal parts of a whole</p> <p>Wb 6.2.22 closing the gaps</p>	<p>19. addition and subtraction, specifically in relation to counting on and back, sometimes crossing 10.</p> <p>20. place value in 2-digit numbers and then in relation to money: £1s, 10s, 1ps; children find 1 / 10 more / less than any number.</p>	<p>25. doubling and halving numbers, and recognising halves and quarters of shapes; and on recognising coins and solving money problems.</p> <p>Wb 22.5.23 closing the gaps</p>	<p>Wb 3.7.23 assessment week - closing the gaps</p> <p>30. consolidating understanding of 2-digit numbers; and on exploring patterns in multiples of 2, 5 and 10.</p> <p>Wb 10.7.23 closing the gaps</p>
RE	<p>Our Mission Statement and Gospel Values <i>5th Sept- 9th Sept</i> <i>How our Mission Statement directs our 'Mission in life'</i></p> <p>Year 1 - Can locate and recite the Mission Statement - Recognise the mission statement as a way of living in our school. -Understand the gospel value of love providing examples of when they live this value.</p> <p>Domestic Church <u>12th Sept. – 30th Sept.</u> Year 1 - FAMILIES - God's love and care for every family</p> <p>Baptism/Confirmation <u>10th Oct.-11th Nov.</u> Year 1 - BELONGING - Baptism: an invitation to belong to God's family</p> <p>Judaism <u>14th Nov.-18th Nov.</u> Year 1 - Abraham and Moses</p> <p>Advent/Christmas <u>21nd Nov.- End of Term</u> Year 1 - WAITING - Advent: a time to look</p>	<p>Local Church <i>This could possibly be switched with the Universal Church Topic, depending on the topic for Citizenship Weeks</i> <u>6th Jan.- 20th January</u> Year 1 - SPECIAL PEOPLE - People in the parish family</p> <p>Other Religions (Islam) <u>30th January-3rd February</u> Year 1 - Stories</p> <p>Eucharist <u>5th Feb-3rd March</u> Year 1 - MEALS - Mass, Jesus' special meal</p> <p>Lent/Easter <u>4th Mar- End of Term</u> Year 1 - CHANGE - Lent: a time for change</p> <p>Extended Writing: Recount of Palm Sunday</p>	<p>Pentecost <u>24th April – 19th May</u> Year 1 - HOLIDAYS AND HOLYDAYS - Pentecost: feast of the Holy Spirit</p> <p>Reconciliation/Anointing of the sick <u>22nd May-16th June</u> Year 1 - BEING SORRY - God helps us choose well</p> <p>Journey In Love <u>19th June – 23rd June</u> Year 1 – We meet God's love in our family</p> <p>Universal Church <u>26th June- End of Term</u> Year 1 - NEIGHBOURS - Neighbours share God's world</p> <p>Extended Writing: A letter to a global neighbour</p>			



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	forward to Christmas		
	Extended Writing: Recount of Jesus' Baptism		



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<p>Science</p>	<p>Who am I? (Animal including humans) Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense</p>	<p>On Safari (Animal including humans and materials) Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Extended writing - Information text about different types of animal</p>	<p>Polar Places (Animal including humans) Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Holidays (Materials) Distinguish between an object and the material from which it is made. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Seasonal changes (taught throughout the Spring and summer term) Observe changes across the seasons Autumn and Winter. Observe and describe weather associated with the seasons and how day length varies. Extended writing-Letter comparing properties of different materials Trip</p>	<p>Celebrations (Materials and plants) Identify and name a variety of everyday materials. Say which part of the body is associated with each sense. Distinguish between an object and the material from which it is made. Identify and describe the basic structure of a variety of common flowering plants. Seasonal changes (taught throughout the Spring and summer term) Observe changes across the seasons Autumn and Winter. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants and animals where we live Identify and name a variety of common wild and garden plants, and deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons. (Plants) Extended writing - Instructions on planting and caring for a seed Trip</p>
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Computing	Word Processing.	Online Safety	We are treasure hunters Using programmable toys. (Programming)	We are Collectors Finding images and using the web. (Computer Networks)	Using and Applying	We are TV chefs Filming a Recipe. (Computational Thinking)
History/ Geography	Black History Black London Landmarks.	Geography Our School and Local Area Writing: Letter, how to improve the environment of our school.	Geography Weather Experts	History Local History (Schools in the Past) <i>Writing: Report on schools in Victorian times.</i>	<i>History</i> Pirates & Grace O'Malley Writing: Character Description. Wanted poster for a pirate.	<i>Geography</i> <i>International Study</i>
PE	Games/Fitness	Dance	Gymnastics	Games/Fitness	Athletics	Striking/fielding
PSHE	Zones and Regulation.	Say no to Bullying	Going For Goals	Getting On and Falling Out	Journey in Love	Good To Be Me
Music	Hey You! How pulse, rhythm and pitch work together. <i>MAV: Step 1, Warm Up Games, Challenge 6. Showing chn confidently clapping back simple rhythms, singing back simple melodies.</i>	Rhythm in The Way We Walk and Banana Rap Pulse, rhythm and pitch, rapping, dancing and singing. <i>MAV: Focus on group singing - Christmas performance.</i>	In The Groove How to be in the groove with different styles of music. <i>MAV: After listening to as many versions of <i>In The Groove</i> as possible, choose one genre and use the 'Improvise with the Song' option to begin rhythmic improvisation.</i>	Round And Round Pulse, rhythm and pitch in different styles of music. <i>MAV: Focus on group and individual singing - Easter performance.</i>	Your Imagination Using your imagination. <i>MAV: Step 3, Play your Instruments with the Song (Chime bars or glockenspiels), easy part (only playing g).</i>	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music.



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French	Greetings	Numbers	Months/Days	Colours	My family	Food
Art/Design & Technology	<p>Black History Explore drawing skills (pencil, charcoal, pen) to represent the culture of study.</p> <p>LO: To explore mark making with a range of materials. *Chn explore mark making with different toy vehicles, running wheels through water; running wheels through primary colour paint. *Explore different types of mark ('lines') that can be created. *(MA?) Use wheels to mix primary colours. Experiment to see which secondary colours can be created from different primary colours. *Complete A3 (or larger) montage to represent different transport. Could use sponges & large brushes for finishing work.</p>		<p>LO: To use watercolours to imagine skies.</p> <p>*Show chn representations of various Turner paintings, asking them to look at the skies. What's the weather like? How do you know? What colours has Turner used? Why? *Show chn representation of Van Gogh's <i>Starry Night</i>. How is the sky in this painting the same/different? *Explain/model how to use watercolours (water first; more water = lighter colour, less water = darker colour; too much water leads to paper breaking). *Chn use watercolours to create their own skies, using their imagination. A5, individual work. *Ask chn why they are using particular colours as they are working.</p>		<p>International Explore sculpture (using recycled materials, creating 2D plan first) to represent culture of study.</p>	