



Year 1 - 2023-2024

	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
Big Write	Pie Corbett Talk for writing stories: The Little Red Hen Monkey see, Monkey do	Pie Corbett Talk for writing stories: The Enormous Turnip Peter and the Wolf	Pie Corbett Talk for writing stories: Rumplestiltskin The Magic Porridge Pot	Pie Corbett Talk for writing stories: The Papaya that Spoke Goldilocks and the Three Bears	Pie Corbett Talk for writing stories: How the Tortoise Got His Shell The Magic PaintBrush	Pie Corbett Talk for writing stories: Cat, Bramble and Heron The Three Little Pigs
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. 					



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<p>Maths</p>	<p>WB 4.9.23 Closing the gaps from the previous year group summer term ARE</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 beyond; adding / subtracting 1 or 10. WB 16.10.23 closing the gaps</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>10. focus on counting on or back 1 / 2 / 3 and recognising coins, then finding totals WB 04.12.23 Assessment Week & closing the gaps WB 11.12.23 Closing the gaps from Autumn ARE</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>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>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 WB 11.03.24 Assessment week & 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>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>25. doubling and halving numbers, and recognising halves and quarters of shapes; and on recognising coins and solving money problems. WB 20.5.24 closing the gaps</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. WB 01.07.24 Assessment week and closing the gaps from Summer ARE</p> <p>30. consolidating understanding of 2-digit numbers; and on exploring patterns in multiples of 2, 5 and 10.</p>
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<p>RE</p>	<p>Our Mission Statement and Gospel Values <i>5th Sept- 8th 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>9th Oct.-10th Nov.</u> Year 1 - BELONGING - Baptism: an invitation to belong to God's family</p> <p>Advent/Christmas <u>20th Nov.- End of Term</u> Year 1 - WAITING - Advent: a time to look forward to Christmas</p> <p>Judaism <u>13th Nov.-17th Nov.</u> Year 1 - Abraham and Moses</p>	<p>Local Church <u>4th Jan.- 26th January</u> Year 1 - SPECIAL PEOPLE - People in the parish family</p> <p>Eucharist <u>29th Jan- 1st March</u> Year 1 - MEALS - Mass, Jesus' special meal</p> <p>Lent/Easter <u>4th March-19th April</u> Year 1 - CHANGE - Lent: a time for change</p>	<p>Pentecost <u>22nd April – 17th May</u> Year 1 - HOLIDAYS AND HOLYDAYS - Pentecost: feast of the Holy Spirit</p> <p>Reconciliation/Anointing of the sick <u>20th May- 14th June</u> Year 1 - BEING SORRY - God helps us choose well</p> <p>RSHE(Ten Ten) <u>17th June – 21st June</u> Year 1 – We meet God's love in our family</p> <p>Universal Church <u>24th June- End of Term</u> Year 1 - NEIGHBOURS - Neighbours share God's world</p>
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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>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. Extended writing-Letter comparing properties of different materials</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>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. 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. Trip - Natural History Museum Extended writing - Instructions on planting and caring for a seed</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). 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 - Information text about different types of animals</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. (Plants) Trip - Seaside - Shoeburyness</p>
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Computing	<p>Computing systems and networks – Technology around us</p> <p>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 Paintz app</p> <p>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>Programming A - Moving a robot</p> <p>Learners will be introduced to early programming concepts. They will explore using individual commands, with other learners and as part of a computer program. They will identify what each command does, and use that knowledge to start predicting the outcome of programs. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>	<p>Data and Information - Grouping data</p> <p>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>Creating media - Digital writing</p> <p>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. They will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	<p>Programming B - Programming animations</p> <p>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 be introduced to the early stages of program design through the introduction of algorithms.</p>
History/ Geography	<p>Black History</p> <p>Windrush</p>	<p>Geography</p> <p>Our School and Local Area</p>	<p>History</p> <p>Local History (Schools in the Past)</p>	<p>Geography</p> <p>Weather Experts</p>	<p><i>History</i></p> <p>Pirates & Grace O'Malley</p>	<p><i>Geography</i></p> <p><i>International Study</i></p>



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		<p>Writing: Letter, how to improve the environment of our school.</p> <p>Trip - London Transport Museum</p>	<p><i>Writing: Report on schools in Victorian times</i></p> <p><i>Trip - Ragged School Museum</i></p>		<p>Writing: Character Description. Wanted poster for a pirate.</p>	
Design and Technology	<p style="text-align: center;">Textiles <u>Focus:</u> Templates and Joining Techniques Glove puppets of Nativity Characters to retell the Christmas Story in a puppet show.</p>		<p style="text-align: center;">Mechanical Systems <u>Focus</u> Sliders and Levers Design a moving picture book based on our History topic.</p>		<p style="text-align: center;">Food <u>Focus</u> Link to International Topic Country</p>	
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	<p style="text-align: center;">Hey You!</p> <p>How pulse, rhythm and pitch work together.</p> <p>MAV: Step 1, Warm Up Games, Challenge 6. Showing chn confidently clapping back simple rhythms, singing back simple melodies.</p>	<p style="text-align: center;">Rhythm in The Way We Walk and Banana Rap</p> <p>Pulse, rhythm and pitch, rapping, dancing and singing.</p> <p>MAV: Focus on group singing - Christmas performance.</p>	<p style="text-align: center;">In The Groove</p> <p>How to be in the groove with different styles of music.</p> <p>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.</p>	<p style="text-align: center;">Round And Round</p> <p>Pulse, rhythm and pitch in different styles of music.</p> <p>MAV: Focus on group and individual singing - Easter performance.</p>	<p style="text-align: center;">Your Imagination</p> <p>Using your imagination.</p> <p>MAV: Step 3, Play your Instruments with the Song (Chime bars or glockenspiels), easy part (only playing g).</p>	<p style="text-align: center;">Reflect, Rewind and Replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music.</p>



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French	Greetings	Numbers	Months/Days	Colours	My family	Food
Art	<p>LO: To explore mark making with a range of materials.</p> <p>*Chn explore mark making with different toy vehicles, running wheels through water; running wheels through primary colour paint.</p> <p>*Explore different types of mark ('lines') that can be created.</p> <p>*(MA?) Use wheels to mix primary colours.</p> <p>Experiment to see which secondary colours can be created from different primary colours.</p> <p>*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?</p> <p>*Show chn representation of Van Gogh's <i>Starry Night</i>. How is the sky in this painting the same/different?</p> <p>*Explain/model how to use watercolours (water first; more water = lighter colour, less water = darker colour; too much water leads to paper breaking).</p> <p>*Chn use watercolours to create their own skies, using their imagination. A5, individual work.</p> <p>*Ask chn why they are using particular colours as they are working.</p>		<p>Black History</p> <p>Explore drawing skills (pencil, charcoal, pen) to represent culture of study.</p> <p>International</p> <p>Explore sculpture (using recycled materials, creating 2D plan first) to represent culture of study.</p>	