

Coten End Primary School - Planning Overview 2023-24

Year 1

	Autumn 1 <i>8 weeks</i>	Autumn 2 <i>7 weeks</i>	Spring 1 <i>5 weeks</i>	Spring 2 <i>5 weeks</i>	Summer 1 <i>7 weeks</i>	Summer 2 <i>7 weeks</i>
Learning Theme	Incredible You	Explorers of the Wild	Wombat Stew	Through The Deep, Dark Wood	Land Ahoy	Get, Set, Grow
English	<p>Writing Orally rehearsing and writing sentences. Capital letters. Full stops.</p> <p>Reading Incredible You – Rhys Brisenden Introduction to Guided Reading activities</p>	<p>Writing Orally rehearsing and writing sentences. Capital letters. Full stops. Question marks Suffixes: ing/ed</p> <p>Reading</p>	<p>Writing Orally rehearsing and writing sentences. Capital letters. Full stops Suffixes: s/es</p> <p>Reading Wombat Stew- by Marcia K Vaughan</p>	<p>Writing Orally rehearsing and writing sentences. Capital letters. Full stops. Suffixes: ing/ed</p> <p>Reading Julia Donaldson: The Gruffalo The Smartest Giant in Town The Snail and the Whale Tiddler</p>	<p>Writing Orally rehearsing and writing sentences. Capital letters. Full stops. Suffixes: er/est Contractions.</p> <p>Reading Captain Flinn and the Pirate Dinosaurs The Pirates Next Door The Pirates of Scurvy Sands Pirates Love Underpants</p>	<p>Writing Orally rehearsing and writing sentences. Capital letters. Full stops. Suffixes: er/est Prefixes: un Contractions. Jack and the Beanstalk Exclamation marks</p> <p>Reading Jack and The Beanstalk Goldilocks and the Three Bears</p>
Maths	<p>Place Value (within 10)</p> <p>Addition and Subtraction (within 10)</p>	<p>Addition and Subtraction (within 10)</p> <p>Geometry (2D Shape)</p> <p>Place Value (within 20)</p>	<p>Addition and Subtraction (within 20)</p> <p>Place Value (within 50)</p>	<p>Measurement Length & height</p> <p>Measurement Mass & volume</p>	<p>Multiplication & Division (2s, 5s, 10s)</p> <p>Fractions</p> <p>Measurement Time</p>	<p>Geometry Position & Direction</p> <p>Measurement Money</p> <p>Place Value (within 100)</p>
Science	<p>Animals including Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Animals including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Animals including Humans Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Understand how to take care of animals in the local environment.</p> <p>Seasonal Changes Observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p>Everyday Materials Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees</p>

RE		1.1 Who is a Christian and what do they believe? (believing) To identify important Christian symbols and objects To understand what Christians believe about God To understand who Christians believe Jesus was and some messages he shared		1.7 What does it mean to belong to a faith community? (living) To identify a special time people celebrate and explain simply what celebration means To identify similarities and differences between different festivals To describe how a festival is celebrated To identify why some people like to celebrate important events		1.6 How and why do we celebrate special and sacred times? (expressing) To recognise feelings of belonging To recognise Christian symbols of belonging To recognise symbols of belonging for Jewish people Muslims To explain the similarities and differences between a Christian baptism and belonging ceremonies in Islam To identify ways people show they belong to each other when they get married both in the Jewish and Christian religions
PE	Multi-Skills Mini Olympics	Hockey Gymnastics	Dance Gymnastics	Football Ball Skills	Sports Day Prep Tennis	Invasion Games Tennis
History	Chronology Begin to order artefacts and pictures from significantly different time periods. Knowledge Describe, in simple terms, the importance of a local place or landmark Similarities and Differences Begin to describe similarities and differences between historical artefacts and pictures Continuity and Change Compare own life and interests now with their babyhood (eg. clothes, toys, food, size, abilities) Describe changes in the local area during their own lifetime and that of their parents and grandparents	Identify key events and people Christopher Columbus Amelia Earhart Mae Jemison Similarities and Differences Begin to describe similarities and differences between historical artefacts and pictures Cause and Consequences Describe, in simple terms, why a significant individual acted the way they did. Sources, Evidence and Interpretation Use simple source material (eg. photographs) to answer questions about an event beyond living memory				
Geography			Locational knowledge: Introduction to the world's 7 continents on a world map and globe. Locate the equator. Place Knowledge:		Locational knowledge: Name and locate the countries of the United Kingdom and their capital cities on a map or globe.	Human and physical geography: Use the correct terms for simple geographical features in the local environment.

			<p>Identify the similarities and differences between the local environment and one other place.</p> <p>Human and physical geography: Describe in simple terms how wind or water has affected the geography of an area. Name the four seasons and describe typical weather conditions for each of them. Ask and respond to questions about places/ environments.</p> <p>Geographical skills and fieldwork: Use maps, pictures and stories to find out about different places. Locate hot and cold areas of the world.</p>		<p>Geographical skills and fieldwork: Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features. Locate countries on a UK map. Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork.</p>	<p>Describe how pollution (e.g. litter) affects the local environment. Answer simple questions regarding straight forward geographical patterns (e.g. what are the busiest times at the park).</p> <p>Geographical skills and fieldwork: Name, describe and group features of the home/school environment from first-hand observation, responding to simple questions. Tree Study Collect data during fieldwork such as the number of trees/houses. Use basic geographical vocabulary to name physical and human features of a familiar place. Recognise simple human and physical features of an aerial photograph or simple map, showing an awareness that objects look different from above.</p>
Music	<p>Experiment with sounds using different sounds created by the body.</p> <p>Listen and reflect on recorded music and to identify instruments of the orchestra.</p> <p>Compose responding to a stimulus including identifying loud and soft sounds.</p> <p>Perform and review</p>	<p>Steve Reich – Different trains</p> <p>Create a piece of music using repeated patterns.</p> <p>Experiment with, create, select and combine sounds using music technology.</p> <p>Perform using music technology to create a live graphic score.</p>	<p>Listen with concentration and understanding to a piece of recorded music and to represent this as art. (Kalkani)</p> <p>Use their voices expressively and creatively by singing songs. (Inanay)</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using the musical elements.</p>	<p>Listen to different instruments representing a character and understanding why each instrument was chosen.</p> <p>To experiment with, create, select and combine sounds using the musical elements.</p> <p>To experiment with, create, select and combine sounds using the musical elements.</p> <p>To use their voices expressively and creatively by singing songs.</p>	<p>To use their voices expressively and creatively by singing a variety of songs in time with a regular pulse.</p> <p>Create a piece of music using a storm as a stimulus using untuned percussion. To perform, record and review.</p>	<p>To sing expressively to create a graphic score to represent a song using actions.</p> <p>Perform a song represented by a graphic score using voices, actions and tuned percussion (boom whackers).</p>
PSHE	<p>Jigsaw Being Me</p> <p>The Taking Care Project</p>	<p>Jigsaw Healthy Me</p>	<p>Jigsaw Dreams and Goals</p>	<p>Jigsaw Celebrating Differences</p>	<p>Jigsaw Relationships</p>	<p>Jigsaw Changing Me</p>
Computing	<p>Computing Systems & Networks Using a Computer</p>	<p>Computing Systems & Networks Improve Mouse Skills</p>	<p>Programming Code-a-pillars BeeBots</p>	<p>Skills Showcase Rocket to the Moon</p>	<p>Creating Media Digital Imagery</p>	<p>Data Handling Introduction to Data</p>
Online Safety	<p>Health, Wellbeing and Lifestyle</p>	<p>Privacy and Security Online Bullying</p>	<p>Online Reputation</p>	<p>Copyright and Ownership</p>	<p>Online Relationships</p>	<p>Managing Online Information</p>

	Self-Image and Identify Managing Online Information					
Art	Van Gogh (Post Impressionism) To describe an artists' use of colour and texture. To compare 2 pieces of work by the same artist To explore mark making to create texture To select and use a colour palette To make links between an artists' work and my own		Aboriginal Art To use colour to create a repeating pattern To evaluate the effectiveness of different media for a task To identify and use warm and cold colours			
DT Cookery		Sliders and Levers <u>Explore</u> – describe similarities and differences between products <u>Explore</u> – explore different mechanisms <u>Design</u> – draw simple pictures with basic labelling <u>Make</u> – create simple sliders and hinges using card and split pins <u>Make</u> – use glue and tape appropriately to accurately join <u>Make</u> – choose appropriate materials to use to fit purpose <u>Make</u> – cut, measure, form and shape materials <u>Evaluate</u> – explain how they might fix a product <u>Evaluate</u> – simply explain how they could improve their product		Fruit Crumble <u>Explore</u> – identify the source of common foods. <u>Explore</u> – identify the main food groups <u>Design</u> – to choose from a variety of fruits to combine flavours <u>Make</u> – to use the bridge knife technique to safely cut fruit <u>Make</u> – to observe how ingredients change when combined <u>Evaluate</u> – talk about their own work and others' work, identifying strengths and weaknesses	Lighthouse <u>Explore</u> – to explore a range of different lighthouse structures <u>Design</u> – to draw a simple picture of an intended design with basic labelling <u>Make</u> – to build a simple lighthouse structure that stands up independently <u>Make</u> – use a range of different joining techniques <u>Evaluate</u> – talk about their own work and others' work, identifying strengths and weaknesses	
Curriculum Enrichment (Trips/theme days/visitors)	Toy Workshop	RE - Vicar Visit Christingle Panto	Theme Day – Australia Guide Dog Visit		Captain Raggybeard	Summer trip TBC RE - Baptism at St. Nicholas