

Coten End Primary School - Planning Overview

**Year 1**

**\*Currently under review and being changed throughout the year**

	<b>Autumn 1</b> <i>8 weeks</i>	<b>Autumn 2</b> <i>7 weeks</i>	<b>Spring 1</b> <i>6 weeks</i>	<b>Spring 2</b> <i>7 weeks</i>	<b>Summer 1</b> <i>4 weeks</i>	<b>Summer 2</b> <i>7 weeks</i>
<b>Learning Theme</b>	<b>Incredible You</b>	<b>Explorers of the Wild</b>	<b>Wombat Stew</b>	<b>Get, Set Grow</b>	<b>Land Ahoy</b>	<b>Through the Deep Dark Wood</b>
<b>Drawing Club/Curious Quests (Writing)</b>	Demarcating simple sentences with CL and FS  Adding -ing to form a present tense verb (where no change needed to root word)  Adding -ed to form a past tense verb (where no change needed to root word)  Using CL for I and pronouns	Adding the prefix un- where the root word is unchanged  Revision of adding -ed (introduction of some irregular verbs in the past tense)  Adding -er and -est where the root word is unchanged.  Punctuating sentences with a question mark.	Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (nouns and verbs in separate weeks)  Using and to join words  Using and to join clauses	Revision of -ed including some irregular verbs  Punctuating sentences using exclamation marks  Using adjectives to describe a noun.  Beginning to join clauses with and, but, so	To begin to sequence sentences to form short narratives (input needed on planning and structuring)  tbc	sequencing sentences to form short narratives  tbc
<b>Spelling and Handwriting</b>  (through dictation/spelling sessions- refer to taught rules in CQ/DC)	Naming the letters of the alphabet in order  CL formation  The /v/ sound at the end of words (live, give, have)  Revision of phase 2 CEW	Handwriting as needed  Identifying vowels and consonants  Splitting words into syllables (link to phonics)  The /ŋ/ sound spelt n before k  Word beginning with wh (link to question marks)  Phase 3 CEW	Spelling the days of the week (ensuring use of CL)  The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck  -tch  Phase 4 CEW	Spelling compound words  Words ending -y (/i:/ or /ɪ/)  The /k/ sound is spelt as k rather than as c before e, i and y.  Adding the prefix -un (revision)  Phase 5 CEW	tbc	tbc
<b>Maths</b>	<b>Place Value</b> (within 10)  <b>Addition and Subtraction</b> (within 10)	<b>Addition and Subtraction</b> (within 10)  <b>Geometry</b> (2D Shape)  <b>Place Value</b> (within 20)	<b>Addition and Subtraction</b> (within 20)  <b>Place Value</b> (within 50)	<b>Measurement</b> Length & height  <b>Measurement</b> Mass & volume	<b>Multiplication &amp; Division</b> (2s, 5s, 10s)  <b>Fractions</b>  <b>Measurement</b> Time	<b>Geometry</b> Position & Direction  <b>Measurement</b> Money  <b>Place Value</b> (within 100)

<p><b>Science</b></p>	<p><b>Animals including Humans</b> 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><b>Animals including Humans</b> 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><b>Animals including Humans</b> 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><b>Plants</b> Identify and name a variety of common wild and garden plants,</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p><b>Seasonal Changes</b> Observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p> <p>including deciduous and evergreen trees</p>	<p><b>Everyday Materials</b> 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><b>RE</b></p>		<p><b><i>K1.1 How might your religion or worldview be seen in the choices you make?</i></b></p>		<p><b><i>K1.2 Where do people turn for guidance in life?</i></b></p>		<p><b><i>K1.3 How do people with similar religion and worldviews share and celebrate their beliefs?</i></b></p>
<p><b>PE</b></p>	<p><b>Multi-Skills Mini Olympics</b></p>	<p><b>Hockey Gymnastics</b></p>	<p><b>Dance Gymnastics</b></p>	<p><b>Football Ball Skills</b></p>	<p><b>Sports Day Prep Tennis</b></p>	<p><b>Invasion Games Tennis</b></p>
<p><b>History</b></p>	<p><b>Changes within living memory</b></p> <p>To understand how timelines show chronology.</p> <p>To identify some ways I have changed since I was a baby.</p> <p>To understand how I look will change over time.</p> <p>To understand some key national events that have occurred in my life time.</p> <p>To give examples of how life is different now to when my parents/grandparents were young.</p>	<p><b>Significant individuals</b></p> <p>Christopher Columbus Amelia Earheart Mae Jemison?</p> <p>Traffic Lights – Garret Morgan</p>				<p><b>Local Area History Victorian toys</b></p>
<p><b>Geography</b></p>			<p><b>Locational knowledge:</b></p>	<p><b>Human and physical geography:</b></p>	<p>What are the four countries of the UK?</p>	

			<p>Introduction to the world's 7 continents on a world map and globe. Locate the equator.</p> <p><b>Place Knowledge:</b> Identify the similarities and differences between the local environment and one other place.</p> <p><b>Human and physical geography:</b> 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><b>Geographical skills and fieldwork:</b> Use maps, pictures and stories to find out about different places. Locate hot and cold areas of the world.</p>	<p>Use the correct terms for simple geographical features in the local environment. 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><b>Geographical skills and fieldwork:</b> 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.</p> <p><b>Human and physical geography:</b> Use the correct terms for simple geographical features in the local environment. 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><b>Geographical skills and fieldwork:</b> 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.</p>	<p>What are the four capital cities of the UK? What is a key on a map and how do you use it? Which way is north, south, east and west?</p> <p>To name and locate the countries of the United Kingdom on a map: Scotland, Wales, Northern Ireland, England.</p> <ul style="list-style-type: none"> <li>To name the capital cities of the four countries in the UK: London, Belfast, Edinburgh, Cardiff.</li> </ul> <p>To draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features. To use simple locational language to describe the location of geographical features. To know what a map is and why it is useful. To identify the four main points on a compass. To plan a route on a map.</p>	
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<p><b>Music</b></p>	<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>
<p><b>PSHE</b></p>	<p><b>Jigsaw</b> Being Me</p> <p><b>The Taking Care Project</b></p>	<p><b>Jigsaw</b> Healthy Me</p>	<p><b>Jigsaw</b> Dreams and Goals</p>	<p><b>Jigsaw</b> Celebrating Differences</p>	<p><b>Jigsaw</b> Relationships</p>	<p><b>Jigsaw</b> Changing Me</p>
<p><b>Computing</b></p>	<p><b>Computing Systems &amp; Networks</b> Using a Computer</p>	<p><b>Computing Systems &amp; Networks</b> Improve Mouse Skills</p>	<p><b>Programming</b> Code-a-pillars BeeBots</p>	<p><b>Skills Showcase</b> Rocket to the Moon</p>	<p><b>Creating Media</b> Digital Imagery</p>	<p><b>Data Handling</b> Introduction to Data</p>
<p><b>Online Safety</b></p>	<p><b>Health, Wellbeing and Lifestyle</b> <b>Self-Image and Identify Managing Online Information</b></p>	<p><b>Privacy and Security</b> <b>Online Bullying</b></p>	<p><b>Online Reputation</b></p>	<p><b>Copyright and Ownership</b></p>	<p><b>Online Relationships</b></p>	<p><b>Managing Online Information</b></p>
<p><b>Art</b></p>	<p><b>Van Gogh (Post Impressionism)</b> 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</p>		<p><b>Aboriginal Art</b> 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</p>			
<p><b>DT Cookery</b></p>		<p><b>Sliders and Levers</b> <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</p>			<p><b>Pirate Ships</b></p>	<p><b>Fruit Crumble</b> <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</p>

		<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				<u>Evaluate</u> – talk about their own work and others’ work, identifying strengths and weaknesses
<b>Curriculum Enrichment</b> (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