

Y1 Coverage

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|--|--|--|--|---|---|
| English | Initial assessment (1 week) Fiction- Alien's in underpants Traditional tales- 3 Little Pigs, Goldilocks and 3 bears Julia Donaldson predictable rhyming texts Non-fiction- facts about animals (link to Science unit) Labelling human/animal parts (link to Science unit) Poetry- Nursery rhymes, Shape poems + Daily SPaG starter (not related to the lesson) +Daily Phonics End of Term Assessment | | Fiction- Snail and the Whale Adjectives, similes, exclamation marks, speech marks. Non-Fiction- Postcards, Newspaper/diary, fact files/autobiography about explorers (link to Explorers topic) Poetry- Traditional rhymes/couplets (linked to fiction) + Daily SPaG starter (not related to the lesson) +Daily Phonics End of Term Assessment | | Fiction- Traditional tale- Jack and the Beanstalk Titch Oliver's Vegetables Ten seeds Ruth Brown Non-Fiction- Books about plants and plant lifecycles Instruction writing & Labels (link to plants unit) Poetry- Figurative language poems- introducing similes/ metaphors + Daily SPaG starter (not related to the lesson) +Daily Phonics End of Year Assessment | |
| Maths | Initial assessment Number and Place Value- checking children are secure with EYFS ELG for number. Read and Write numbers to 20, counting to 100 in 1s, ordering/sequencing numbers to 100 (4 weeks) Addition and Subtraction (4 weeks) Measurement- length, height, weight (link to animals-science) (2 weeks) Sequence events in chronological order & days of week months of year (1 week) Geometry- 2D shape (1 week) End of Term Assessment | | Number and Place Value- 2 digit numbers (part-whole model) & multiples of 2s, 5s, 10s (3 weeks) Part-whole models, working within 10 and 20. Addition & Subtraction (2 weeks) Measurement- Time to the hour and half past (2 weeks) capacity & volume (1 week) Money (2 weeks) Geometry- 3D shape (1 week) Position and Direction (link to explorers History/Geography) (1 week) End of Term Assessment | | Number- Place Value- revisit 2 digit numbers & part-whole model (1 week) Addition/subtraction recap (1 week) Multiplication/Division (3 or 4 weeks including arrays) Fractions- doubles/halves (1week) Fractions half and quarter of shapes (1 week) Geometry- 2D & 3D shape revisit (1 week) Measurement- Revisit time (1 week) and Money (1 week) End of Year Assessment | |
| Science | <ul style="list-style-type: none"> Unit: Animals, Including Humans (8 weeks into next half term too) | <ul style="list-style-type: none"> Seasonal Changes (Autumn and Winter) (2 weeks) Link to Forest Schools | <ul style="list-style-type: none"> Unit: Everyday Materials (8 weeks) <ul style="list-style-type: none"> Identifying materials (matching up, describing and finding). | <ul style="list-style-type: none"> Seasonal Changes (Spring and Summer) (2 weeks) | <ul style="list-style-type: none"> Unit: Plants (8 weeks into next half term too) | <ul style="list-style-type: none"> Unit: Scientists and Inventors -introduce scientists and inventors such as Mae Jemison or Ole Kirk Christiansen |
| History / Geography | <ul style="list-style-type: none"> History Unit: Everyday life- Then and Now <i>NC - within living memory- aspect of change & comparison</i> <ul style="list-style-type: none"> Houses Objects - identifying old and new. Seaside - compare past and present. Shops Transport Schools - what were lessons like, uniform. Look at old photos of Buxton school and compare it to now. Create your own beach postcard showing what used to be at the beach (Punch and Judy, magicians, seafood stalls, fortune tellers and films at the theatre). | | <ul style="list-style-type: none"> History Unit: Explorers <i>NC -beyond living memory & significant people- national/international achievements</i> <ul style="list-style-type: none"> Christopher Columbus Who was CC? What did he do? Where was he from? What he a success or a failure? Why/why not? <ul style="list-style-type: none"> Neil Armstrong Robert Falcon Scott | <ul style="list-style-type: none"> Geography Unit: Explorers and adventurers/UK <i>NC -Use world maps, Atlases and globes to identify...</i> Flags – European + research of a chosen country. | <ul style="list-style-type: none"> Geography Unit: Our school and local area. <i>NC -Use world maps, Atlases and globes to identify...</i> To include local fieldwork trips/visits | |
| Computing | <ul style="list-style-type: none"> Unit: Online Safety, the internet and technology in our lives. (6 weeks) Purple Mash unit 1:1 & 1:9 | <ul style="list-style-type: none"> Unit: Data Handling: Handling, Collecting, Sorting and presenting (5 weeks) Purple Mash units 1:2 & 1:3 | <ul style="list-style-type: none"> Unit: Programming (6 weeks) Purple Mash unit 1:4 & 1:5 | <ul style="list-style-type: none"> Unit: Multimedia – combining text and graphics. (6 weeks) Purple Mash unit 1:6 | <ul style="list-style-type: none"> Unit: Programming (6 weeks) Purple Mash unit 1:7 | <ul style="list-style-type: none"> Unit: Data Handling Spreadsheets (3 weeks) Purple Mash unit 1:8 |
| Languages | <ul style="list-style-type: none"> Unit: Foreign Languages / Cultures and Classroom Language | | <ul style="list-style-type: none"> Unit: Greetings and Introductions | | | |
| Art / DT one day | <ul style="list-style-type: none"> Art Unit: Drawing | <ul style="list-style-type: none"> DT Unit: Food and nutrition (link with Science on animals including humans) | <ul style="list-style-type: none"> DT Unit: Mechanicals <ul style="list-style-type: none"> Making toys Designing Toys. Looking at games that are available to buy. What makes a good game? | <ul style="list-style-type: none"> Art Unit: Painting <ul style="list-style-type: none"> Colour / abstract = Kandinsky Paul Klee Abstract art = Terry Frost | <ul style="list-style-type: none"> Art Unit: Printing <ul style="list-style-type: none"> Miro | <ul style="list-style-type: none"> Art Unit: Collage Henri Matisse Portrait = Picasso |

| | | | | | | |
|-------------------------|--|---|--|---|--|---|
| | | | Who is the game suitable for? Sorting from favourite to least favourite and explaining why. Looking at what is currently done for boys and girls – any similarities and differences? | | | |
| PE with Mr Aspin | Ball Skills | Ball Skills | Invasion | Invasion | Striking and Fielding | Striking and Fielding |
| PE with Teacher | Fundamentals | Gymnastics | Fundamentals | Dance | Athletics | Athletics |
| RE – one day | <u>Enquiry: What does it mean to belong to the Jewish community?</u> | <u>Enquiry: What do Jews remember at Passover?</u> | <u>Enquiry : What do Christians believe God is like?</u> (possible church visit?) | <u>Enquiry : What does it mean to be part of a religious family?</u> | <u>Enquiry : What questions do religious stories make us ask? Can we find any answers?</u> | - |
| PSHE/RSE | Votes for Schools British Values assemblies Well-being sessions Forest Schools | Votes for Schools British Values assemblies Well-being sessions Forest Schools | Votes for Schools British Values assemblies Well-being sessions | RSE 6 week unit (science link) Votes for Schools British Values assemblies Well-being sessions | Votes for Schools British Values assemblies Well-being sessions | Votes for Schools British Values assemblies Well-being sessions |
| Music | | <ul style="list-style-type: none"> Unit: Performance / Production / Assemblies (NC: Use voices to sing songs expressively and speak chants and rhymes.) | <ul style="list-style-type: none"> Unit: Instruments (NC: Experiment with, create, select and combine sounds. Play tuned and untuned instruments musically.) | <ul style="list-style-type: none"> Unit: Listen and respond (NC: Listen with concentration and understanding a range of music. Understand and explore how music is created and communicated.) | | |