

Year 1 Yearly Overview Plan 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discovery Topic	Dinosaur Planet	Whose Pooh? Why do we have teeth?	The Enchanted Woodland	Moon Zoom	Paws, Claws & Whiskers	Bright Lights, Big City
Memorable Experience	Dinosaur eggs	Dinosaur Pooh	Forest school day at The World Outside	Planetarium visit	Guide dog visit	A royal tea party
Class Texts	Gigantosaurus Dinosaur Farm The Fossil Girl Bumpus Jumpus Where the wild things are Mary Anning Little People Dream Big	Gigantosaurus Dinosaur Farm The Fossil Girl Bumpus Jumpus Where the wild things are Mary Anning Little People Dream Big	Hansel and Gretel Stick Man The Gruffalo Little Red Riding Hood Freddie and the fairy Deep in the woods	Begau Man on the Moon The darkest dark How to catch a star The owl who was afraid of the dark The way back home Toys in space	The Tiger who came to tea. Dear Zoo Puss in boots Just so stories Animal poems	Katie in London The Queens underpants Bear and the piano Vlad and the Fire of London The Queens hat
End of Topic Showcase	Sockasarus	Nativity play	Woodland crowns	Moon Buggies	Making Bird seed feeders	Bread making
Maths						
White Rose Maths Units	<ul style="list-style-type: none"> Number Place Value within 10 Addition and Subtractions within 10 	<ul style="list-style-type: none"> Addition and Subtractions within 10 Geometry – Shape Number place value within 20 	<ul style="list-style-type: none"> Addition and Subtractions within 20 Number place value within 50 	<ul style="list-style-type: none"> Measurement – length and height Measurement – weight and volume 	<ul style="list-style-type: none"> Number – Multiplication and Division Number fractions Geometry – Position and Direction 	<ul style="list-style-type: none"> Number Place Value – within 100 Measurement – Money Measurement - Time
Maths Objectives	<ul style="list-style-type: none"> Count to and across 100, forward and backwards, beginning with 0 or 1, or from any given number. Count and read numbers to 100 in numerals. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least 	<ul style="list-style-type: none"> Recognise and name common 2-D shapes e.g. Rectangles (including squares), circles and triangles. Recognise and name common 3-D shapes e.g. Cuboids (including cubes), pyramids and spheres. Read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Write mathematical statements involving 	<ul style="list-style-type: none"> Represent and use number bonds within 20. Represent and use subtraction facts within 20. Add one-digit and two-digit numbers to 20, including zero. Subtract one-digit and two-digit numbers to 20, including zero. 	<ul style="list-style-type: none"> Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half. Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than. Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, 	<ul style="list-style-type: none"> Solve one-step problems involving multiplication by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with the 	<ul style="list-style-type: none"> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Recognise and use language relating to dates, including days of the week, weeks, months and years. Sequence events in chronological order using language e.g. Before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.

	<ul style="list-style-type: none"> Partition and combine numbers using apparatus if required e.g. partition 76 into tens and ones; combine 6 tens and 4 ones. Read and write numbers from 1 to 20 in words. 	addition (+), subtraction (-) and equals (=) signs.		less than, half, half full, quarter.	<ul style="list-style-type: none"> support of the teacher. Describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	<ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes.
Writing						
Writing Objectives	<ul style="list-style-type: none"> Segment spoken words into individual phonemes and represent them with graphemes, spelling some correctly. Write sentences by saying out loud what they are going to write about. Sit correctly at a table, holding a pencil comfortably and correctly. Form digits 0-9. Separate words with spaces. 	<ul style="list-style-type: none"> Form lower-case letters in the correct direction, starting and finishing in the right place. Spell words containing each of the 40+ phonemes already taught. Write sentence by composing a sentence orally before writing it. Discuss what he/she has written with the teacher or other pupils. 	<ul style="list-style-type: none"> Join words and clauses using and. Understand the following terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. Understand how words can combine to make sentences. Write sentences by sequencing them to form short narratives. 	<ul style="list-style-type: none"> Write sentences by re-reading what he/she has written to check that it makes sense. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. Use regular plural noun suffixes -s or -es, e.g. dog, dogs, wish, wishes; including the effects of these suffixes on the meaning of the noun. 	<ul style="list-style-type: none"> Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher. Name the letters of the alphabet in order. Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. 	<ul style="list-style-type: none"> Write sentences by sequencing them to form short narratives. Spell the days of the week. Spell common exception words. Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root word, e.g. helping, helped, helper, eating, quicker, quickest. Add prefixes and suffixes using the prefix un-. Add prefixes and suffixes using the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular marker for verbs.
Science						
Science Objectives	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is 	<ul style="list-style-type: none"> Ask simple questions and recognise they can be answered in different ways. 	<ul style="list-style-type: none"> Working Scientifically Plants Seasons 	<ul style="list-style-type: none"> Materials Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> Animals including humans 	<ul style="list-style-type: none"> The human body The seasons

	<ul style="list-style-type: none"> associated with each sense Observe closely, using simple equipment. Identify group and classify. 	<ul style="list-style-type: none"> Use simple equipment to observe closely Preform simple tests. Use his/her observations and ideas to suggest answers to questions. 				
PE						
PE Unit	Gymnastics	Dance	Fundamental skills	Invasion games	Athletics	Yoga
Geography						
Geography Objectives	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 		<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Draw or read a simple picture map. 	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Draw or read a simple picture map. 	<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
History						
History Objectives	<ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Understand the term significant and explain why a significant individual is important. 	<ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Understand the term significant and explain why a significant individual is important. 		<ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Understand the term significant and explain why a significant individual is important. 		<ul style="list-style-type: none"> Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Learn about events beyond living memory that are significant nationally or globally.

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Design and Technology						
D&T Objectives	<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Select and use a range of materials, beginning to explain their choices 		<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<ul style="list-style-type: none"> Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products. 	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<ul style="list-style-type: none"> Talk about what he/she eats at home and begin to discuss what healthy foods are. Say where food comes from and give examples of food that is grown. Use simple tools with help to prepare food safely.
Art and Design						
Art and Design Objectives	<ul style="list-style-type: none"> Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. 				<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Evaluate and analyse creative works using the language of art, craft and design. Use a range of materials creatively to design and make products. 	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Use a range of materials creatively to design and make products.
Music						
Music Units	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the interrelated dimensions of music 	<ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

PSHE						
PSHE Units	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Computing						
Computing Units	Unit 1.1 – Online Safety Unit 1.2 – Grouping and Sorting	Unit 1.2 – Grouping and Sorting Unit 1.3 Pictograms	Unit 1.4 Lego builders Unit 1.5 Maze explorers	Unit 1.6 Animated story books Unit 1.7 Coding	Unit 1.7 Coding Unit 1.8 Spreadsheets	Unit 1.9 Technology outside of school
RE						
RE Units	Creation Families and celebration	Prayer Advent	Christmas Jesus Teacher and Healer Forgiveness	Forgiveness Lent Holy Week	Easter	Pentecost Sharing Jesus' Life Following Jesus today
RSE						
RSE Units	Religious understanding	Emotional well being	Religious understanding	Personal relationships	Religious understanding	TBA
CST	CST 7	CST 4	CST 3	CST 1	CST 2	CST 6 & CST 5

Catholic Social Teaching

Please cross reference where you will cover Catholic Social Teaching in your weekly lesson grids using the codes below. Each principle must be linked to at least one lesson over the course of the year.

CST 1	Dignity of the Human Person	Each person is made 'in the image and likeness of God.' Thus it follows that 'every person's life and dignity must be respected and supported from conception until the end of their natural life on earth.'
CST 2	Family and Community	'The family, in which the various generations come together and help one another grow wiser and harmonise personal rights with the other requirements of social life, is the foundation of society.'
CST 3	Solidarity and the Common Good	Promoting the common good cannot be pursued by treating each individual separately and looking for the highest 'total benefit', in some kind of utilitarian addition. Because we are interdependent, the common good is more like a multiplication sum, where if any one number is zero then the total is always zero. If anyone is left out and deprived of what is essential, then the common good has been betrayed.
CST 4	Dignity of Work and the Rights of Workers	For the Church, work is seen as a continuance of the gift of Creation whereby we are 'co-creators of Gods world and work is part of our contribution.' Work is also seen as something which brings dignity to the human person as it is the means 'of providing for his life and that of his family, and of serving the human community.'
CST 5	Rights and Responsibilities	Man has the right to live. He has the right to bodily integrity and to the means necessary for the proper development of life, particularly food, clothing, shelter, medical care, rest and finally the necessary social services. In consequence, he has the right to be looked after in the event of ill health; disability stemming from his work; widowhood; old age; enforced unemployment; or whenever through no fault of his own he is deprived of the means of livelihood.'
CST 6	Option for the Poor and Vulnerable	'The Church's love for the poor . . . is a part of her constant tradition.' This love is inspired by the Gospel of the Beatitudes, of the poverty of Jesus, and of his concern for the poor. Love for the poor is even one of the motives for the duty of working so as to 'be able to give to those in need.' It extends not only to material poverty but also to the many forms of cultural and religious poverty.
CST 7	Stewardship of God's Creation	We are agreed today that the earth is essentially a shared inheritance, whose fruits are meant to benefit everyone. For believers, this becomes a question of fidelity to the Creator, since God created the world for everyone. Hence every ecological approach needs to incorporate a social perspective which takes into account the fundamental rights of the poor and the underprivileged.