

Year 1

Main project	Childhood (History)		Bright Lights, Big City (Geography)		School Days (History)	
Other projects	Mix it (Art) Everyday materials (Science)	Human senses (Science) Our wonderful world (Geography) Taxi (DT)	Seasonal changes (Science) Rain and Sunrays (Art & Design)	Seasonal changes (Science) Funny faces and fabulous features (Art & Design & DT) Shade and shelter (DT)	Plant parts (Science) Chop, slice and mash (DT)	Animal parts (Science) Street view (Art & Design)
WOW	Surprise mystery objects hunt	Senses exploration afternoon	Royal banquet/ Afternoon tea in school	Walk around the local community	Visit the local allotments	Visit from an animal owner
RWI texts/ Shared reading texts	RWI Purple books: Ken's cap, A bad fox, Big Blob and Baby Blob, Tim and Tom Tag Elvis, Flip Frog and the bug,	RWI Pink books: Scruffy Ted, Tab the cat, In the sun, The dressing up box, Tab's kitten, Sanjay stays in bed, The greedy green	RWI Orange books: Playday, I think I want to be bee, A bad fright, Follow me! Too much! A good cook? Come on, Margo! My sort of horse, Haircuts,	RWI Yellow books: The duckchick, Off sick, Tom Thumb, The gingerbread man, Robin Hood, Lost, Do we have to keep it? Danny and	RWI Blue books: Barker, The poor goose, Hairy Fairy King of the birds, Our house, The jar of oil, Jade's party, Jellybean, A box full of	RWI Grey books: Rex to the rescue, The lion's paw, I dare you, Looking after a hamster, How silly! Wailing Winny's car boot

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	Red Ken, Billy the kid, In the bath	gremlin, In the night, Snow, So cool!	My best shirt, Look out! Hunt the tortoise	the Bump-a-lump, Grow your own radishes, The foolish witch	light, The hole in the hill	sale, Toad Andrew, Dear vampire, Vulture culture, Celebration on planet, Zox, A very dangerous dinosaur, The invisible clothes
Class reading for pleasure texts	<p>Hairy McLairy- Lynley Dodd</p> <p>Cave Baby- Julia Donaldson</p> <p>We're going on a bear hunt-Michael Rosen</p> <p>Funny bones-Allan and Janet Ahlberg</p> <p>Stuck- Oliver Jeffers</p> <p>Alien love underpants-Claire Freedman</p> <p>Peace at last-Jill Murphy</p> <p>The Gruffalo- Julia Donaldson</p>	<p>I want my hat back- Jon Klassen</p> <p>We found a hat- Jon Klassen</p> <p>Handa's surprise- Eileen Browne</p> <p>On the way home- Jill Murphy</p> <p>Giraffe's can't dance- Giles Andreae</p> <p>There's a triceratops in the tree house- Ruth Symons</p> <p>The yoga ogre- Peter Bently</p> <p>We're going on an elf chase-Martha Mumford</p>	<p>The Queens handbag- Steve Antony</p> <p>Where the wild things are-Maurice Sendak</p> <p>O! Frog- Kes Gray and Jim Field</p> <p>Dear Zoo- Rod Campbell</p> <p>Five minutes peace-Jill Murphy</p> <p>Paper dolls- Julia Donaldson</p> <p>A squash and a squeeze- Julia Donaldson</p>	<p>Lost and found- Oliver Jeffers</p> <p>The snail and the whale- Julia Donaldson</p> <p>Avocado Baby- John Burningham</p> <p>Dogger-Shirley Hughes</p> <p>Cops and Robbers- Allan and Janet Ahlberg</p> <p>The elephant and the bad baby- Elfrida Vipont</p> <p>Farmer Duck- Martin Waddell</p> <p>Three little pigs- Goodnight Moon-</p>	<p>Beegu-Alexis Deacon</p> <p>The Tiger who came to tea- Judith Kerr</p> <p>On sudden hill-Linda Sarah</p> <p>The day the crayons quit-Drew Daywalt</p> <p>The day the crayons quit 2- Drew Daywalt</p> <p>Pandora-Victoria Turnbull</p> <p>Apes to Zebra poetry book- Liz Brownlee</p> <p>The lion king- Justine Korman</p> <p>Beauty and the beast- Ursula Jones</p>	<p>Julian is a mermaid- Jessica Love</p> <p>Elmer-David Mckee</p> <p>Supertato-Paull Linnet and Sue Hendra</p> <p>Supertato Veggies Assemble- Paul Linnet and Sue Hendra</p> <p>Triangle- Mac Barnett</p> <p>Wild- Emily Hughes</p> <p>The dinosaur that pooped a planet- Tom Fletcher and Dougie Pointer</p>

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	Owl babies-Martin Waddell Room on the broom-Julia Donaldson Bumblebear- Nadia Shireen	There's an elf in your book- Tom Fletcher Twas the night before Christmas- Clement Clarke Moore	The Gruffalos child- Julia Donaldson Bog baby-Jeanne Willis There's a T-rex in town- Ruth Symons	Margaret Wise Brown How to catch a star- Oliver Jeffers	You can't bring an elephant on a bus- Patricia Cleveland-Peck	The dinosaur that pooped the bed- Tom Fletcher and Dougie Pointer The first hippo on the moon- David Walliams The dark- Daniel Handler
Writing texts	The train ride- June Crebbin Firework night- Andrew Collett	The bear and the piano- David Litchfield The way back home – Oliver Jeffers	Last stop on market street- Matt de la Pena Toys from the past- Sally Hewitt	The Queens hat- Steve Antony Our trip to the woods	Little Red Riding Hood- Lari Don When I'm by myself- Eloise Greenfield	Pinocchio- Carlo Collodi Travel journal – On Safari
English genres	Narrative - Stories with predictable phrasing for EYFS. Poetry – Vocabulary building for themselves.	Narrative – Stories with familiar settings for their teacher. Non – fiction – Recount of a trip to the woods for their parents.	Narrative – Stories from other cultures for a child in a different year group. Non- fiction – Explanation of travel journey on a safari for potential travellers.	Narrative – Contemporary fiction/ character setting and description for the Queen. Non – Fiction – Instructions and instruction toolkit for another child.	Narrative – Traditional tales and fairy tales for the Grandma in the story. Poetry – Poems on a theme for a partner in the class.	Narrative – Traditional tales and fairy tales for EYFS. Non – Fiction – Persuasive leaflet of an ice planet for KS2.

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Geography		Our wonderful world: names and positions of continents and oceans. Introduction maps, position, direction and language. Capital cities for countries. Birds eye views, satellite images of physical features.	Revisit our wonderful world, compare and contrast places. How do people live and work in cities?	Field work in our local area, build on knowledge of weather from EYFS.	Fieldwork: Human and physical features, maps, local environment changes over time.	
Computing	Computing systems and networks – Technology around us	Creating media – Digital painting	Programming A – Moving a robot	Data and information – Grouping data	Creating media – Digital writing	Programming B – Introduction to animation
Art	Introduction to colour theory, revisiting primary and secondary colours. Explore and describe colours, paintings and artists from different genres. Exploring colour wheels, patterns and composition.		Introducing collagraph printing, motifs, and materials. Visual elements of light and shape. Single and repeated patterns.	Looking at portraits, samples from different artists and genres. Introduce collage and digital software that creates funny faces and imaginative portraits. Explore facial features, expressions and textural materials.		Build on previous learning from mix it. Introduce relief sculpture and moral making, observe local buildings and their features. Take photographs and make simple thumbnail sketches. Explore and compare urban landscapes.

DT	Names and functions of different shelters. Observe similarities and difference of shelters. Names and properties of every day materials. Design and create a shelter and play den. Evaluate constructions.	Revisit parts of a vehicle, wheels axels and challis. Explore different methods of making and fixing wheels. Create a design a moving model of a taxi.		Explore methods of joining in textiles and adding glue and simple stitches.	Learn about food, how to prepare it and where it comes from. Importance of healthy meals, use techniques to make a healthy salad. Design a supermarket sandwich, choose and prepare ingredients.	
History	Introduced to artefacts and objects. Developing vocabulary of time and comparing the past and present artefacts.	Stages of human development, people growing and changing over time. Family tress and Significant events.	Build on historical learning from childhood. Using the term monarch and looking at significant people.	The great fire of London, monuments and memorable significant events.	Introduce the school's history within living memory. Chronological ordering and significant events using artefacts and fact file.	Introduce the Victorian era as a time beyond living memory – similarities and differences.
Music	-co-ordinate actions to go with a song -play classroom instruments by tapping, shaking, scraping, rattling -play to a steady beat		- sing songs in different styles conveying different moods (happy,sad, angry etc.) and with sense of enjoyment		-To know some features of pop and classical music. -To know what a drum, guitar, piano and voice look and sound like. -sing songs showing increasing vocal control	

	<ul style="list-style-type: none"> -follow simple signals: stop/start -Use voices expressively – sing with some accuracy -Listening and appraising to Folk music from around the world - listening to Holst Planet suite and recognise each 					
	<ul style="list-style-type: none"> -perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing -imitate a rhythm pattern on an instrument - play a single pitched note to accompany sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment - perform an action or a sound (clapping, stamping, etc.) on the steady beat of a song (drone) - play the rhythmic pattern of a spoken sentence, e.g. ‘Hungry caterpillar’ -use graphics/symbols to portray the sounds they have made recognise and respond through movement /dance to the different musical characteristics and moods of music 					
	<ul style="list-style-type: none"> -play a repeated rhythmic pattern [ostinato] to accompany a song -sequence symbols to make a simple structure [score] -compose own sequence of sounds without help and perform -recognise and know the sounds of the percussion instruments used in the classroom and identify and name them -To know that musical symbols have meaning and we can use these to make melodies. -To know the meaning of the words ‘higher’ and ‘lower’ in a musical context. -To know the words ‘faster’ and ‘slower’ in a musical context. play loudly, quietly, fast, slow (tempo) 					
PSHE – Being Me/RSE	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?

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Science	Looking at objects made from different materials, their properties and uses.	Humans as animals, naming body parts of humans and animals. Looking at senses and what they do for us.	Revisit the four seasons from EYFS and the typical weather. Evergreen and deciduous trees. How do animals respond to weather changes? Day and night, seasonal differences and daylight hours. Observe and record direction and speed of the wind.	Learn how to measure temperature using thermometers. Measure over a length of time, including temperature and rainfall. Weather forecasting. Asking and investigating scientific questions.	Build on learning from EYFS on plants as living things, garden and wild plants. Observe changes over time. Identify and classify plants. Learn plant parts, seeds and bulbs and group them in patterns. Conduct simple tests to compare leaves and natural materials. Identify trees.	Animals including humans, their structure, diets and how animals should be cared for.
PE	Gymnastics Unit 1 Attack, defend, shoot Unit 1	Gymnastics Unit 2 Attack, defend, shoot Unit 2	Dance Unit 1 Send and return Unit 1	Dance Unit 2 Send and return Unit 2	Hit, catch, run Unit 1 Run, jump, throw Unit 1	Hit, catch, run Unit 2 Run, jump, throw Unit 2
RE	Christianity Become familiar with features of a Church. Know that Jesus was an historical person, a 1 st century Jew,	Sikhism Knowledge and belief, what do Sikhs believe about God and the creation that we live in?	Judaism Jewish symbols Features of a Synagogue Locate all important features of the Synagogue: Messu	Christianity Easter Find out about Shrove Tuesday, Ash Wednesday, Palm Sunday leading up to the	Buddhism Deity and key figure Place of worship Holy book Buddhist way of life	Humanism Knowledge and belief Meaning and purpose How human beings have

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	<p>know that he is important to Christians.</p> <p>Know that stories about him can be found in the Bible.</p> <p>Look at why Christians celebrate Harvest</p> <p>Explore stories connected with the church in bible stories (The Lost Sheep)</p>	<p>Meaning and purpose</p> <p>Celebrations and ceremonies</p> <p>The Sikh way of life</p>	<p>zah, Bimah, Eternal Light and the Ark with the Torah Scrolls.</p> <p>Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate their festivals</p> <p>Know that Shabbat is the most important Jewish festival</p>	<p>Easter story</p> <p>Meaning of Easter eggs</p> <p>Palm cross</p>	<p>Look at stories of the Buddha –Siddharta and the Swan - what is the meaning?</p> <p>Buddhist values</p>	<p>improved and can further improve our quality of life and our understanding of the world.</p> <p>Including human achievements in science, medicine</p>
MFL (KS2)						

Maths

Power Maths Year 1, yearly overview

Textbook	Strand	Unit		Number of lessons
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Numbers to 10	14
	Number – addition and subtraction	2	Part-whole within 10	7
	Number – addition and subtraction	3	Addition within 10	4
	Number – addition and subtraction	4	Subtraction within 10	8
	Geometry – properties of shape	5	2D and 3D shapes	5
Textbook B / Practice Book B (Term 2)	Number – number and place value	6	Numbers to 20	12
	Number – addition and subtraction	7	Addition and subtraction within 20	11
	Number – number and place value	8	Numbers to 50	7
	Measurement	9	Introducing length and height	4
	Measurement	10	Introducing weight and volume	7
Textbook C / Practice Book C (Term 3)	Number – multiplication and division	11	Multiplication and division	9
	Number – fractions	12	Halves and quarters	4
	Geometry – position and direction	13	Position and direction	5
	Number – number and place value	14	Numbers to 100	6
	Measurement	15	Money	3
	Measurement	16	Time	5