



Yearly Overview Year 1

		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Fire!		Where does the Queen live?		A brief history of Transport	
Topic Key Question		How would you feel?		How can we keep dry?		How do we get to school?	What is the difference between?
Driving Foundation subject:		Science	History	Geography	Science	History	Science
Hook into topic		Self portraits	Pirate dress up day?	Mrs Moakes loses her hat	Parcel turns up with a Meerkat in	Yellow Fluff all over classroom	Plane found in cupboard Live Caterpillars
Home learning project			Make a free standing structure of the Angle of the North		Design and make a pizza from scratch		
Class trip or visitor	Marwell Zoo – 29 th September	Hampshire Fire and Rescue	Hythe Library		Hythe Ferry	Beaulieu Motor Museum	
English	English Key Texts for Writing	Nursery Rhymes Dear Zoo Rosie's Walk	Pirates Next Door After The Storm Lost and Found	Queens Hat Queens Handbag	Dear Teacher Poetry Meerkat Mail? Will be moved?	Beegu Dear Dinosaur	Way Back Home The Very Hungry Caterpillar
	Writing Outcomes	Labels and short sentences Whole class book for Dear Zoo	Story telling Diary Entry of a person in the Great Fire of London	Writing about part of UK and producing own book in the style of Queen's Hat. Poetry Local area	Narrative writing – postcards (recount of holiday) Information texts of Meerkats Letters home to say what they enjoy in school.	Beegu Fantasy Stories – link to transport Letter writing?	Explanation texts – How to get off the moon Own version of Hungry Caterpillar
	Shared Reading Texts (NF) (F) (P)	Oi Dog Tidy	Poles Apart Blue Penguin	Hoot Owl One Year with Kipper	Hungry Lion	We're in the wrong book This Book is out of Control!	The Koala who could
Read Aloud	Books read daily through children making choices from book box or Mrs Farrell's basket. Will move on to chapter books as a class read in summer term.						
Maths	Unit 1.1 - 20 sessions NPV Unit 1.2 - 15 sessions measurements, addition and subtraction	Unit 1.3 – 15 sessions multiplication, division and geometry Unit 1.4 – 20 sessions NPV, addition and subtraction	Unit 1.5 – 20 sessions number bonds, telling time, weight Unit 1.6 – 15 sessions geometry, multiplication, fractions	Unit 1.7 – 15 sessions NPV, addition and subtraction Unit 1.8 – 15 sessions NPV, skip counting Unit 1.9 – 10 sessions Addition and subtraction / measurement (mass)	Unit 1.10 – 10 sessions multiplication and division. Unit 1.11 – 5 sessions Geometry Unit 1.12 – 15 sessions NPV Addition and subtraction	Unit 1.13 – 5 sessions Fractions Multiplication and Division Unit 1.14 – 10 sessions Measure Capacity/Volume Time Unit 1.15 – 10 sessions Geometry	
Computing	Technology around us (Paintzapp)	Digital painting (Paintzapp)	Digital writing	Grouping data	Moving a robot (BEEBOTS)	Intro to animation Scratch Junior	
Humanities	History Topic: Guy Fawkes <i>The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament. Robert Catesby, Guy Fawkes, Thomas Percy, and five of their friends were involved. Under the rule of James I, Catholics were</i>	Topic: Great Fire of London <i>The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. The fires used for baking were not put out properly. In 1666, the buildings in London were made</i>			Local Study: Hythe Pier <i>Waterside Primary school is situated within the village of Hythe. Hythe has a pier and ferry to link it to Southampton. The earliest reference to Hythe ferry is 1575. (see map - Hitheferye) (see also photo 1975 (400 yr.) celebrations)</i>	Topic: Transport within living memory <i>Before cars were invented people used horse and carriages or walked. First steam train invented by Richard Trevithick – 1804 - in Wales to transport coal. First successful steam locomotive built –</i>	



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	<p>treated unfairly. The plotters were all Catholic and wanted King James removed from the throne. A letter was sent to Lord Monteaagle, who was due to go to the Houses of Parliament, warning him of the plot. He told the king, who sent guards to search the cellars. They found Guy Fawkes and gunpowder. King James I ordered that people should celebrate his survival on the 5th November. To this day, people still light bonfires and burn 'guys' (puppets made of straw, named after Guy Fawkes) to celebrate.</p>	<p>of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread. People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames. People (like Samuel Pepys and John Evelyn) wrote diaries about the event.</p>		<p>Hythe pier was officially opened in 1881. At 2,100 feet (640 metres), this nineteenth century iron pier is one of the ten longest piers in the British Isles. Hythe Pier Railway is the oldest continuously operating electric pier train. Hythe Pier and Ferry are still used today but their future is uncertain to due passenger numbers and cost.</p>	<p>1812 – by George Stevenson. First bicycles (Penny Farthing) used 1880's onwards. First car invented 1885 – in Germany by Karl Benz. First powered flight 1903 – in USA by the Wright brothers. First U.K motorway (M1) opened in 1959. First electric car used on UK roads – 2013 – (Nissan Leaf)</p>
Geography	<p>Weather and Seasonal Changes Weather is made up of different things – including wind direction, wind force, temperature, rainfall, sunshine, cloud cover Four seasons - autumn, spring, summer, winter. Different weather often occurs with each season There are daily and seasonal weather patterns Measuring different types of weather helps us predict weather patterns</p>		<p>Our School Grounds A road surrounds our school and we are on a mini island. Our school ground is made up of different physical features – man-made and natural. (woodland/ playground/carpark/fields/buildings/classrooms/preschool/sheds/greenhouse/pathways) Some features within the school grounds can be turned into symbols on a map to show where they are.</p> <p>Hythe and the United Kingdom School is in a town called Hythe Hythe is located on the south coast of the United Kingdom Know that maps help us find where we are (place Hythe on a map of the U.K.) Names and capital cities of four U.K. countries. – England/London, Wales/ Cardiff, Scotland/Edinburgh, Northern Ireland/Belfast.</p>	<p>Hot and Cold Places Weather at the equator is generally hot. Weather at the poles is generally cold. Know the equator runs around the circumference of the earth. Know the poles are located at the north and south of the globe</p>	
Environmental Studies	<p>**Linked to Geography Unit** Man's behaviour is having an impact on the climate and the planet.</p>				
Science	<p>Animals Including Humans – How do animals survive? Animals need food to survive. Food gives animals energy to move and material to grow. Animals are all different. They eat different foods. A carnivore is an animal that eats other animals A herbivore is an animal that only eats plants and vegetables. Animals need to move to get their food. Animals move in different ways depending on where their food is. An animal that hunts other animals for food is called a predator. An animal that is hunted is called prey. Animals use their senses to detect where their food is. Animals use their senses to detect if there are any predators around. (Meercats- hearing) Some animals camouflage themselves to avoid being eaten. Some animals use speed to avoid being eaten.</p>		<p>Everyday Materials – Toys and nice things There are many different materials that have different describable and measureable properties. Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass). The properties of a material determine whether they are suitable for a purpose. These ideas are explored through testing materials to see if they are appropriate for particular jobs. Properties of fabrics, plastics, wood, metals. – waterproofness, softest, strongest, absorbency, flexibility.</p> <p>Everyday materials – buildings (rocks) There are many different materials that have different describable and measureable properties. Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass). The properties of a material determine whether they are suitable for a purpose. These ideas are explored through testing materials to see if they are appropriate for particular jobs. Properties of rocks, wood, ceramics/metals – waterproofness – strength absorbency</p>	<p>Growing Plants – Basic structures Most plants start growing from a seed or bulb. All plants need water, light and warmth to grow and survive. A seed produces roots to allow water to get into the plant. A seed produces shoots to produce leaves to collect the sunlight.</p>	
ART	<p>ART FOCUS: PAINTING</p> <p>Key Skills developed: Colour mixing, extend the variety of</p>	<p>ART FOCUS: PRINTING</p> <p>ARTIST: JOAN MIRO, IAN</p>	<p>ART FOCUS: COLOUR MIXING</p> <p>ARTIST: SANDRA BINNEY (local Artist)</p>	<p>ART FOCUS: TEXTILES</p> <p>ARTIST: VAN GOGH</p>	



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	<p>drawings tools – Explore different textures – Observe and draw landscapes – Observe patterns</p> <p>Outcomes: Bonfire night/fireworks pictures</p>	<p>McKEEVER</p> <p>Key Skills developed: Create patterns – Develop impressed images – Relief printing – autumn leaves</p> <p>Outcomes: Great Fire of London prints</p>	<p>Key Skills developed: name all the colours – mixing of colours – Find collections of colour – applying colour with a range of tools</p> <p>Outcomes: water colour painting</p>	<p>Key Skills developed: weaving – collage – Sort according to specific qualities – how textiles create things</p> <p>Outcomes: Sunflowers made from paper plate weaving</p>		
DT	<p>STRAND: Textiles Templates and joining techniques</p> <p>Project Outcome: To design, make and evaluate a glove puppet for Christmas</p>		<p>STRAND: Mechanisms Sliders and Levers</p> <p>Project Outcome: To make a Mother’s day card with moving parts</p> <hr/> <p>STRAND: Structures Free standing structure – a structure that stands on its own base without attachments to anything else</p> <p>Project Outcome: To design, make and evaluate a model of the Angel of the North – Home Learning Project.</p>		<p>STRAND: Cooking Preparing fruit and Vegetables – inc cooking & nutrients)</p> <p>Project Outcome: Make a Pizza – Home learning project.</p> <hr/> <p>STRAND: Structures Free standing structure – a structure that stands on its own base without attachments to anything else –</p> <p>Project Outcome: Children will investigate the structure of a chair, make a prototype then test for stability.</p>	
RE	<p>Focus: Harvest & Sukkot Concept: Thanking</p> <p>Content <u>Step 1</u> - identify and talk about the concept of thankfulness</p> <p><u>Step 2/3</u> – recognise how the concept of thankfulness is expressed by Christians at Harvest and Jews at Sukkot</p> <p><u>Step 4</u> – talk about how feeling thankful is important to Christians and Jews</p> <p><u>Step 5</u> – talk about their own experience of feeling thankful</p>	<p>Focus: Nativity journey Concept: Journey’s End (Babushka)</p> <p>Content:</p> <p>Step 1 talk about their own responses to journey’s end in their experience</p> <p>Step 2 identify how different journey’s ends relate to their lives</p> <p>Step 3 identify and talk about different journeys’ ends</p> <p>Step 4 recognise the journey’s end of the characters in the Christmas birth narratives</p> <p>Step 5 talk about the importance of the journeys’ end to Christians.</p>	<p>Focus: Passover Concept: Remembering</p> <p>Content:</p> <p>Step 1 describe in simple terms what remembering means</p> <p>Step 2 simply describe ways in which Jews remember the Passover story</p> <p>Step 3 simply describe the value/importance of remembering Passover for Jews</p> <p>Step 4 simply describe their own responses to remembering in their own experience</p> <p>Step 5 simply describe ways in which remembering can be applied to their own and others’ lives</p>	<p>Focus: Palm Sunday - Christians welcome Jesus Concept: Welcoming</p> <p>Content:</p> <p>Step 1 describe in simple terms the concept of welcoming</p> <p>Step 2 simply describe how the concept of welcoming is important in the story of Palm Sunday, and how Christians re-create that welcome today</p> <p>Step 3 evaluate the concept by simply describing the importance of welcoming in the story of Palm Sunday</p> <p>Step 4 describe in simple terms their ideas about the concept of welcoming and identify examples of how they have felt welcomed</p> <p>Step 5 simply describe situations when welcoming is or is not important, or can change to hostility.</p>	<p>Focus: Key Events in Jesus’ life Concept: Authority</p> <p>Content:</p> <p>Step 1 describe in simple terms their own responses to authority figures</p> <p>Step 2 identify simple examples of ways in which people with authority affect theirs and others’ lives</p> <p>Step 3 describe in simple terms the meaning of the concept authority</p> <p>Step 4 give a simple description about events in Jesus life which demonstrate His authority</p> <p>Step 5 describe in simple terms the importance of Jesus’ authority to Christians.</p>	<p>Focus: Special Places Concept: Specialness (Churches)</p> <p>Content:</p> <p>Step 1 talk about their ideas about special places</p> <p>Step 2 identify how their ideas about special places relate to their own lives and those of others</p> <p>Step 3 identify and talk about the concept of specialness in relation to special places</p> <p>Step 4 recognise that the church is a special place for Christians.</p> <p>Step 5 talk in simple terms about the importance of the church as a special place for Christians</p>
Personal Development	<p>Working well together School rules, co-operation, sharing, working together to improve the school environment</p>	<p>Other people are special too Groups that I belong to, family and friends, showing respect, being a good friend, resolving conflict, recognising that actions have consequences</p>	<p>Caring for myself Hygiene, looking after yourself, risky situations, harmful substances around the home, illness and infection</p>	<p>Caring for others Accepting and celebrating differences, respecting others feelings and needs, valuing others’ achievements, jobs in the classroom, making good choices around behaviour</p>	<p>Keeping safe Keeping safe indoors, outdoors and online, following the rules, safe and unsafe situations, bullying and seeking help</p>	<p>Looking forward Positive learning behaviours, independence, setting personal goals, talking about feelings and emotions, and sharing with others</p>



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PE	Coordination Footwork Static Balance One Leg Sports coaching with Mr S	Dynamic Balance to Agility Jumping and Landing Static Balance Seated Sports coaching with Mr S	Dynamic Balance On a Line Static Balance Stance Sports coaching with Mr S	Dance Prepare dances for the dance festival (to be held at the end of term) Coordination Ball Skills Counter Balance With a Partner Sports coaching with Mr S	Coordination Sending and Receiving Agility Reaction / Response Sports coaching with Mr S	Agility Ball Chasing Static Balance Floor Work Sports coaching with Mr S
Music (HMS)	Title / Context: Rosie's Walk Dimensions Focus: duration & timbre	Title / Context: Rainbow Fish Dimensions Focus: timbre	Title / Context: Dragon Dance Dimensions Focus: duration	Title / Context: Incy Wincy Spider Dimensions Focus: pitch & texture	Title / Context: The Weather Dimensions Focus: dynamics & tempo	Title / Context: On the beach Dimensions Focus: structure & timbre