

PRIMARY TOPIC PLANNER – Year 1

HISTORY

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- Significant historical events, people and places in their own locality.

GEOGRAPHY – Exploration

- To name and locate the world's 7 continents and 5 oceans
- To name and locate the four, capital cities countries and seas of the UK using world maps, atlases and globes
- To identify hot and cold areas in the world.

COMPUTING –

Using search engines

- To create and debug simple programs.
- To recognise common uses of information technology beyond school
- To be aware of E-safety.
- To be able to independently log on and off.
- To use Microsoft Word to create and present written work (stories, poems, information texts).

SCIENCE – Animals & Humans

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Compare and group everyday materials.
- To say which parts of the body are associated with each sense.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

ART/DT

- Use drawing painting and sculpture to develop and share their ideas, experiences and imagination.
To use a range of materials creatively to design and make products
- To build structures exploring how they can made stronger stiffer and more stable
- 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.
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Use basic principles of a healthy and varied diet and to prepare dishes.
- To understand where food comes from.

ECO and SUSTAINABILITY

- To understand why we recycle.
- To identify a variety of garden birds in their locality.

Summer Topic 2021

PSHCE

- Healthy and safer lifestyles-
- To identify emotions associated with risky behaviour or situations.
- To know basic personal information and know when they might need to give it.
- To understand a range of people in the community who help keep us safer.
- To know how to ask for help in an emergency.
- To identify some dangers of road traffic and understand how to stay safe as a pedestrian and a car passenger.
- To develop knowledge of dangers from the sun.
- To identify the dangers of where water is present and how to stay safe.

PE

- To identify and understand personal space and safety, using spatial awareness.
- To take part in games, that involve taking turns, rules and sequences.
To develop simple attacking and defending skills in team games.

MUSIC – (Mrs Onatskaia)

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- To sing and perform topic related and Christmas Production.
- To listen with concentration and understanding to a range of high quality music (assemblies).

RE – Food, Fasting & Pilgrimages

- To learn about Sikhism and their beliefs and what it means to forgive.

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MATHEMATICS

Number

- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- 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.
- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Compare, describe and solve practical problems for:

- Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half].
- Mass/weight [for example, heavy/light, heavier than, lighter than].
- Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].
- Time [for example, quicker, slower, earlier, later].
- Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).
- Recognise and know the value of different denominations of coins and notes.

Geometry

Recognise and name common 2-D and 3-D shapes, including:

- 2-D shapes [for example, rectangles (including squares), circles and triangles].
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

LITERACY

Spoken Language

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Word reading

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Reading comprehension

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Being encouraged to link what they read or hear read to their own experiences.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read and correcting inaccurate reading.
- Discussing the significance of the title and events.

Transcription, To spell

- Words containing each of the 40+ phonemes already taught.
- Common exception words.
- The days of the week.
- Using letter names to distinguish between alternative spellings of the same sound.

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.

Composition

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.

Vocabulary, grammar and punctuation

- Leaving spaces between words.
- Joining words and joining clauses using and.
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.