

Subject / Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p><b>Yucky Worms / Moth: An evolution Story/Wild</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>• Descriptive writing (use of similes and adjectives)</li> <li>• Generating opinions</li> <li>• Responding to illustration and debate and argument</li> <li>• Responding to the text</li> <li>• Shared and group reading and writing</li> <li>• Writing instructions (recount)</li> <li>• Free verse poem</li> <li>• Generating ideas</li> </ul> <p><b>SPaG</b> Simple sentence structure, imperative verbs, adjectives, full stops, capital letters and conjunctions.</p>	<p><b>The Robot and the Bluebird/Poems to Perform.</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>• Empathising with a character</li> <li>• Poetry</li> <li>• Emotive language</li> <li>• Talk for writing</li> <li>• Response to illustration</li> <li>• Role Play</li> <li>• Freeze Frame and Thought tracking</li> <li>• Writing in role</li> <li>• Difference between non-fiction and fiction texts</li> </ul> <p><b>SPaG</b> Expanded noun phrases, question marks, similes</p>	<p><b>The Bee Who Spoke/ The Jolly Postman</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>• Role Play</li> <li>• Speech bubbles</li> <li>• Exploring dilemmas</li> <li>• Conscience Alley</li> <li>• Persuasive writing</li> <li>• Role on the Wall</li> <li>• Exploring what a Setting is</li> <li>• Debating and Arguing</li> <li>• Writing in the first person</li> <li>• Story Mapping</li> </ul> <p><b>SPaG</b> Exclamation marks, speech marks, onomatopoeia</p>	<p><b>How to be on the Moon?/Beegu</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>• Responding to illustrations</li> <li>• Interpreting the text</li> <li>• Poetry</li> <li>• Debating</li> <li>• Writing for a purpose</li> <li>• Persuasive writing</li> <li>• Writing in the third person</li> <li>• Writing a description about the main characters</li> </ul> <p><b>SPaG</b> Plural noun suffixes,</p>	<p><b>A Tiger's Message/ One day on our blue planet... In the Savannah/ The Journey Home</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>• Empathising with a character</li> <li>• Creating an informative poster</li> <li>• Identifying features of non-fiction texts</li> <li>• Writing a non-chronological report</li> <li>• The use of verbs</li> <li>• Editing work</li> <li>• Writing a response to the text</li> <li>• Exploring different types of sentence structures and when to use them</li> </ul> <p><b>SPaG</b> Suffixes.</p>	<p><b>Rapunzel/Little Red</b></p> <p><b>Writing Outcomes</b></p> <ul style="list-style-type: none"> <li>• Comparison</li> <li>• Writing in role</li> <li>• Re-writing a fairy tale</li> <li>• Role Play</li> <li>• Performing a fairy-tale</li> <li>• Script writing</li> <li>• Making predictions</li> <li>• Expanded noun phrases to describe and specify</li> <li>• Writing direct and reported speech.</li> </ul> <p><b>SPaG</b> Prefixes.</p>
Maths	Place Value: Number (Within 10); Number: Addition (within 10)	Addition and Subtraction (within 10) ; Shape	Number: Place Value (within 20); Number: Place Value (within 50);	Number; Place Value (multiples of 2,5 and 10); Measurement: Length and Height; Measurement: Weight and Volume	Number: Multiplication and Division (Reinforce Multiples of 2, 5 and 10 to be included); Fractions; Position and Direction;	Number: Place Value (within 100); Measurement: Money; Measurement: Time
Science	<b>Seasonal Changes</b> (Autumn) / <b>Animals including humans</b> (Mammals)/ <b>Everyday Materials</b> (characteristics of materials)	<b>Everyday Materials cont./ Working Scientifically</b> (Rust experiment)/ <b>Seasonal Changes</b> (Winter)	<b>Animals including humans</b> (focus on bees)/ <b>Working Scientifically</b> (What do we already know about bees? What would be like to know? Finding answers to our questions.)/ <b>Plants</b> (structure of a plant)	<b>Animals including Humans/Space</b> (solar system, the moon, gravity- design and create a rocket) <b>Everyday materials</b> (designing a space rocket)/ Seasonal Chbag	<b>Plants/ Seasonal Changes</b> /layers of the rainforest	<b>Plants/ Seasonal Changes</b> (Summer)
Geography	<b>Human and Physical Geography and Place Knowledge</b> village, town, forest Differences between Headcorn and London (village and a city)	<b>Location Knowledge</b> Locate the seven continents and oceans of the world and exploring migration patterns of birds.	<b>Geographical Skills and Fieldwork and Human and Physical Geography</b> France: Capital city and landmarks, countryside and urbanisation		<b>Geographical Skills and Fieldwork and Human and Physical Geography</b> Use of a compass, Deforestation: exploration into the rainforest	
History	<b>Steam Train locomotive</b> Exploration into the Steam Train Locomotive and the life of George Stephenson	<b>Remembrance Day</b> What is it? Why is it celebrated? Why is it important in British history?	<b>Coco Chanel</b> The life of Coco Chanel. What was her role in history? What did she do?	<b>Apollo 11 and Neil Armstrong</b> Exploration into Apollo 11. What was it? When did it happen? Who is Neil		<b>Castles</b> Researching a local Castle, What are the different parts of a Castle? What are they

Headcorn Primary School: Year 1 Learning Overview 2019 - 2020

	<p>Reviewing the changes to Headcorn train station when it was first built and how it had changed to the present day.</p> <p>Hi1/1.1 changes within living memory. Hi1/1.3 significant historical events, people and places in their own locality.</p>	<p>Hi1/1.3 significant historical events, people and places in their own locality. Hi1/1.2 events beyond living memory that are significant nationally or globally</p>	<p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Armstrong? What did he do?</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Hi1/1.2 events beyond living memory that are significant nationally or globally</p>		<p>for?</p> <p>Hi1/1.3 significant historical events, people and places in their own locality.</p>
R.E.	<b>What does it mean to belong to a faith community?</b>	<b>How and why do we celebrate special and sacred times?</b>	<b>Who is a Christian and what do they believe?</b>	<b>Who is a Christian and what do they believe?</b>	<b>What makes some places sacred?</b>	<b>What makes some places sacred?</b>
Art	Jackson Pollock, leaf rubbings, line and form	Line and tone	Mixing colour; Artist Study: Hockney and Monet	Designing your own planet (fine motor skills), Marbling	Creating a watercolour of the rainforest, printing	Create their own family crest (fine motor, using a range of materials)
D.T.	Leaf rubbing, making wormeries	designing and making skills	Cooking (making a sandwich), Creating our own Chanel No.5 perfumes and designing our bottles	Use tools, including our hands, effectively to make our own clay Beegu's. Observational Drawing	Design and create a boat/create a new home for the orangutan/ create a 3d model of the rainforest	Construct a castle (HL)
Music	Nursery rhymes: use their voices expressively and creatively by singing songs and speaking chants and rhymes	Christmas songs/ nativity: use their voices expressively and creatively by singing songs and speaking chants and rhymes	French songs; use their voices expressively and creatively by singing songs and speaking chants and rhymes	Ocarina: Introduction to the instrument: play tuned and untuned instruments musically	Ocarina: playing together: play tuned and untuned instruments musically	Ocarina: reading simple notation: play tuned and untuned instruments musically
P.E.	Dance, Games	Dance, Games	Gymnastics, Games	Gymnastics, Games	Games: sports day practice	sports day practice
Computing	<b>We are Treasure Hunters</b>	<b>We are Celebrating</b>	<b>We are Collectors</b>	<b>We are Painters</b>	<b>We are TV Chefs</b>	<b>We are Storytellers</b>