

Aspley Guise - Year 1 Overview

Subject	<b>Autumn: Houses and Homes</b>	<b>Spring: Journeys and Transport</b>	<b>Summer: Countryside and Farming</b>
Class Readers	<p><b>The Truth Pixie by Matt Haig– linked to Tolerance value.</b></p> <p>Three little pigs</p>	<p>Peace at Last and Five minutes Peace by Jill Murphy</p> <p>Chitty Chitty Bang Bang by Ian Fleming</p>	<p>Charlotte’s Web by E.B White- A book on the themes of friendship and communication</p> <p><b>The Folk of the Faraway tree- by Enid Blyton.</b></p>
Intent	<p>Traditional tale with links to Houses and homes topic, taught through literacy(story writing and poetry) , ICT(designing a home using art tools), DT(building homes and structures) and Science(materials)</p>	<p>Through the creative language and inventiveness of the book, children will use ideas to create their own magical vehicle and write an adventure story.</p>	<p>Children will be exposed to playful descriptive language and imagination through the journey to different lands and characters and their personalities. Links to the Countryside and Farming topic</p>
English - Non Fiction	<p>Creating labels, lists and captions- Not a stick and Billy’s Bucket.</p> <p>Letters and Lists- Letter to Santa Writing &amp; designing Wanted Posters!</p>	<p>Instructions- Don’t let the pigeon stay up late/don’t let the pigeon drive the bus.</p> <p>My big book of Transport- Information text-. Make up a fantasy vehicle and writing labels and captions to describe it.</p>	<p>Information texts on wildlife. compare and contrast texts and animals, create a fact booklet.</p> <p>Farmer Duck- Recount writing imagining they are Duck and writing about their day.</p>
English – Fiction	<p>Traditional stories- The three little pigs/ Three little wolves and the big bad pig.</p> <p><b>Story with Repeating pattern- Harvey Slumburgers Christmas present.</b></p> <p>Poetry: Repetitive poems(worm poems) , poems with pattern and rhyme (three little pigs)</p> <p>Poetry- vocabulary building &amp; rhyming couplets Recite familiar poems by heart, writing their own list poems with some rhyming.</p>	<p>Adventure story: book with no words- Journey by Aaron Becker.</p> <p>Funny stories- The day Louis got eaten- writing own adventure story using their made up vehicle from Non-fiction work.</p> <p>Poetry: Senses poems-similes adjectives and poem writing, focusing on finding interesting adjectives, and recognising and creating similes. Working collaboratively and individually, to create own poem.</p>	<p>Poetry about Nature- create a Haiku Animal Poems- Creating and reciting poetry</p> <p>Enormous Turnip, Bill goats Gruff Traditional tales - writing own versions of a story</p> <p><b>Croc and Bird, Beegu Fantasy Stories- Sharing stories and writing their own to create a class book.</b></p> <p>They will read, learn and write their own haikus and understand the 5-7-5 rule.</p>
Intent	<p>To identify and learn the features of a letter and be able to write their own using the features.</p> <p>To use different types of punctuation that can be used and introduce it into their writing (full stops, question marks and exclamation marks.)</p> <p>To identify features of a list and write their own which includes bullet points.</p> <p>To write their own version of a story learning about conjunctions and punctuation.</p>	<p>To learn the structure of non-fiction texts and how they are different to fiction. e.g.captions, labels. Using range of resources to research i.e. internet, books.</p> <p>To understand the purpose of instructions and their features, practising giving and receiving instructions about everyday activities using time conjunctions. To understand how illustrations help with understanding. Introduce use of questions marks, exclamation marks and the use of capital letters to express shouting in their writing.</p>	<p>Being exposed to and reading stimulating texts, and linking what they read to their own experiences, To be able to compare and contrast, to create a fact booklet.</p> <p>Learn about how to write a recount by hearing A story, learn the features of a recount and be able to format their own recount in the past tense and be able to differentiate with the present tense.</p> <p>To investigate poems read, discuss, recite verses understanding the importance of punctuation.</p> <p>Story Writing- Use traditional tales to study characters/settings, sequence events, tell oral stories and plan new versions of old favourites.</p>

		Story writing- making predictions, adjectives, setting descriptions, speech and story writing with a clear start middle and end.	
Maths	<p>Numbers to Twenty – Finding Patterns in Numbers</p> <p>Counting and Comparison (more, less, fewer)</p> <p>Estimating and Ordering, 1 more 1 less.</p> <p>Doubling and Halving</p> <p>Odd and Even Numbers</p> <p>Part Part Whole with Addition and Subtraction, solving problems and balancing equations.</p> <p>Geometry – Names and Properties of 2-D and 3-D Shape and positional language including ordinal numbers.</p>	<p>Measures – The Language of Comparing Length, Height, Mass and Speed Sequencing Events – Days of the Week and Months of the Year</p> <p>Coins and Combinations to 20p, Ordering and Comparing</p> <p>Non-standard Measures and Introducing Simple Standard Measures</p> <p>Numbers to Twenty – Adding using ‘Think 10’ and Subtraction using ‘Think 10’</p> <p>Equality and Balance , Part or Whole Unknown</p> <p>Language and Problem Solving (part or whole unknown)</p> <p>Comparison (difference, more, less, fewer) including Statistics</p> <p>Counting in 2s, 5s 10s.</p>	<p>Multiplication and Division – Equal or Unequal Groups and Remainders Multiplication – Repeated Addition and Arrays (number of groups and size of group) Multiplication – Problem Solving (identifying the number of groups and size of the group)</p> <p>Division – Sharing and Grouping Problems</p> <p>Geometry –Telling the Time, O’clock and Half Past</p> <p>Fractions – Sharing into Equal Groups</p> <p>Equal or Unequal Parts of Shapes</p> <p>Continuous Quantities including Capacity</p> <p>Numbers to One Hundred – Place Value and Digits, Making Tens and Some More Place Value – Estimation, Ordering and Comparison</p>
Maths across the curriculum	<p><b>D.T-</b> Building houses- measuring materials</p> <p><b>P.E-</b> Dance counting the beat, using timers to count skips etc.</p> <p><b>Science-</b> Reading thermometers/ creating a measure of rain with rain gauges, creating tables to collect data.</p>	<p><b>Science-</b> measuring and collecting data for growth of plants. Weighing materials how heavy/light.</p> <p><b>Geography-</b> Local study data collection using a tally.</p> <p><b>Music-</b> Using instruments to count, keep the beat and rhythm.</p> <p><b>D.T-</b> Creating a 3d model from a net, measuring and cutting equal sticks to create the axle of the vehicle.</p> <p><b>P.E.-</b> Counting points in drills.</p> <p><b>History-</b> date chronology timeline of famous people</p>	<p><b>ICT-</b> Directional language with BEEBOTS</p> <p><b>Geography-</b> Directional language using maps/compass.</p> <p><b>Science-</b> Grouping and sorting animals using a Venn diagram.</p> <p><b>D.T-</b> Reading scales and measuring amounts of fruit used in fruit cocktail.</p> <p><b>P.E -</b>using a tape measure in athletics to measure distance thrown/jumped.</p>
R.E	<p>What do Christians believe God is like?</p> <p>Why does Christmas matter to Christians?</p>	<p>What makes some places significant? What makes some places sacred to believers?</p> <p>How do we show we care for others? Why does it matter?</p>	<p>Who is Jewish?</p> <p>What do they believe and how do they live?</p>
Intent	<p>To give examples of how Christians put their beliefs into action.</p> <p>To give examples of how Christians use stories, texts and teachings to guide their beliefs and actions</p> <p>To identify core Christian beliefs about God and describe what they mean</p>	<p>To identify why places can be significant and connect Places of Worship to their own lives and special places</p> <p>To give simple descriptions of how religions believe we should care for each other</p> <p>To think, talk and ask questions about whether their studies effect their own views on caring for others</p>	<p>To give examples of how Jews put their beliefs into action.</p> <p>To give examples of how Jews use stories, texts and teachings to guide their beliefs and actions</p> <p>To identify core Jewish beliefs and describe what they mean</p>

Computing	Purple Mash 1.1 Online Safety 1.2 Grouping and Sorting 1.3 Pictograms 1.4 Lego Builders	1.5 Maze Explorers 1.6 Animated Story Books	1.7 Coding 1.8 Spreadsheets 1.9 Technology Outside School
Intent	Children will learn how to: -log in to PM using iPads -Open a saved document, Search Purple Mash, Save their work. -To add pictures and text to their work. -To sort items on the computer using the 'Grouping' activities in Purple Mash. To create a pictogram.  To know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective. Children will know that correcting errors in an algorithm or program is called 'debugging'.	To use direction keys to complete challenges successfully. To understand how to create and debug a set of instructions (algorithm). To understand how to change and extend the algorithm list.  To create story book with text, pictures, animation and music. Saving and retrieving their work. Recording own sound/music files to add to projects.	Introducing block coding – Moving character left/right, adding backgrounds, using "When clicked" and "Collision Detection". Adding images, "Speak" and "count" tools to a spreadsheet.  To identify types of technology used outside of school and record them.
E-safety throughout the year	Regular reminders of what makes for safety online- telling a trusted adult if we see something we don't like, not telling anyone personal information, only take photos with permission, cover the screen if we are upset by anything we see online. Know how to take a screen shot on both PC and tablet to show to another adult. Know that what they say online is the same as saying it face to face Comment on the content of others, knowing that everything they write is monitored		
Intent	Children begin to develop their understanding that you develop relationships with other in similar ways online as face to face. You need to be polite and mindful of how you communicate with others. Where children see that other people aren't following this principle, they know how to pass on their concerns to others.		
Science	<b>Seasons: Autumn/Winter Weather</b> Introduction, autumn/winter – what do we wear in the different seasons. Take photo of trees each season to compare with trees in spring/summer. Looking at different types of weather and how it changes. Rain cloud experiment and creating rain gauges.	<b>Materials</b> Every day objects and their properties properties Design Teddy a new waterproof coat <b>Plants</b> Common plants including trees and fruit and vegetables.	<b>Animals</b> Sort and Classify animals <b>Our Bodies:</b> Ourselves- Body parts & senses  <b>Seasons:</b> Spring and summer
Intent	To understand that we have different seasons throughout the year and that these seasons have effects on the environment. To identify how humans, plants and animals adapt. To recognise and understand changes in weather and how these relate to seasons.	To understand there are different types of properties and be able to describe everyday objects using its property. To identify which materials are waterproof/not waterproof. To perform a simple test and be able to gather and record data to help in answering questions	To be able to identify, describe and compare animal groups based upon observable features.  To understand the terms carnivores, omnivores and herbivores To be able to identify and classify animals. To know which part of the body is used for each of the senses.

	To perform a simple test and be able to gather and record data to help in answering questions.	To be able to identify and label the parts of a plant. To know and understand what is meant by the terms evergreen and deciduous and be able to identify these types of trees. To understand that fruit and vegetables are plants.	To be able to identify the main parts of the human body e.g. arm, legs, head etc. To recognise and understand changes in weather and how these relate to seasons.
History	Houses through the ages, e.g Saxon, Tudor, Victorian and comparing ways of living with Modern day homes.	Famous People- Founders, inventors of transport, use of transport in historical events through time. E.g. George Stephenson, Montgolfier brothers, Neil Armstrong.	History of farming and how it has changed over time, comparing past-present.
Intent	To develop an awareness of the past. To know and understand where the people and events occur within a chronological order and identify similarities and differences between ways of life in different periods. To be able to sequence and events and recount changes within living memory.	To understand the lives of significant individuals in the past have contributed to national and international achievements. Understand that events beyond living memory are significant e.g. first aeroplane flight.	To develop an awareness of the past. To know and understand where the people and events occur within a chronological order and identify similarities and differences between ways of life in different periods. To understand how we know about the past.
Geography	Where do I live? Our local area. Identifying our local area on a map using google maps. Looking at Country/ town – Compare and name features. i.e Milton Keynes to Aspley Guise Create a postcard about our local area. Address postcards and post them.	The United Kingdom – name countries and capitals What are the key characteristics of these places? What Transport can be used to travel to these places. Local study: What types of transport travel through our village.	Where does your food come from? How and where foods grow in different countries? Understanding maps: Plan view, side view, purpose of a key.
Intent	To be able to use simple fieldwork and observational skills to study the geography of their school and local area and the key human and physical features of its surrounding environment.  To understand and use basic geographical vocabulary to refer to key human features, including: city, town, village, , house, school etc.	To be able to use world maps, atlases and globes to identify the United Kingdom and its countries.  To be able to collect and analyse data.	To be able to understand and use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. To understand plan perspectives and devise a simple map; and use and construct basic symbols in a key.
Music (Using Charanga Music School)	Charanga Musical School HEY YOU – A rapping song. Learn Christmas play songs for performance.	Charanga Musical School IN THE GROOVE- This is a song arranged in six different styles. Each week the children will listen and learn about a different style of 'In The Groove'. ROUND AND ROUND - The musical learning is focused around one song: Round and Round, in a Bossa Nova Latin style.	Charanga Musical School YOUR IMAGINATION. A song for children all about using their imagination. REFLECT,REWIND AND REPLAY This unit of Work consolidates the learning that has occurred during the year.
Intent	Listen to music with sustained concentration Find the pulse whilst listening to music and using movement Learn to perform chants, rhythms, raps and songs	To sing, play, improvise and compose to hear a song in different styles - Blues, Baroque, Latin, Bhangra, Folk and Funk. To use the correct musical language to describe a piece of music	The children will compose their own words. They will learn to sing the song in 2 parts for performance.

	Sing for enjoyment and performance.	To listen to, copy and repeat a simple rhythm or melody To understand that pitch describes how high or low sounds are To understand that tempo describes how fast or slow the music is	The children will begin to have a knowledge of the history of music and how it has been developing from early music to the present day.  Children will learn how dynamics, sound colour and expression are important in music.
Art and Design	Colour mixing (colour wheel, painting skills, sketching Paul Klee- building landscapes using shape and lines. (paper cutting and sticking, colour pencils, paint)	Making hot air balloons from papier-mache. Printing skills. Transport pictures with pastilles.	Sketching skills using fruit and vegetables Georgia O'keefe: sketching and shading flowers with pastilles. Farming Landscapes John Constable (paint)
Intent	To understand colour mixing and how to mix secondary colours To understand how shape can be used in painting. To understand the artistic style of Paul Klee. ONGOING: Use art to record ideas, observations, experiments. To explore the names of tools, techniques, elements. To show an interest in and describe what they think about the work of others.	To understand how to print and how different resources can be used to create different types of print with repeating patterns. To understand how to use pastilles and their effect To be able to use papier mache to create a 3d prototype. To understand the process of making papier mache and joining techniques	To understand the artistic style of Constable and O'keefe. To understand up scaling of an object to show detail in a picture. To understand perspective of a painting when creating a landscape.
Design Technology	Design and make a home based on 3 Little Pigs story	Making a wheeled vehicle.	Nutrition – design a make a fruit salad and design a logo for packaging.
Intent	To be able to design and develop their ideas through talking, drawing, templates and mock-ups of a dream home. To explore different materials and decide which are best for their structure to be strong and stable. To understand how to evaluate a product To be able to evaluate their final design against their design criteria.	To research and use inspiration from vehicles to design their own moving vehicle. To safely use a range of tools, materials and equipment including wheels and axles to create a moving vehicle. To understand how to evaluate a product To be able to evaluate their final design against their design criteria.	To know where our food comes To give examples of food that is grown To be able to select the right ingredient for their fruit salad (based on tasting and understanding of healthy eating.) To be able to design and develop their ideas to design a logo and packaging for their fruit salad. (through talking, drawing, research into other products) To use simple tools with help to prepare food safely To understand how to evaluate a food product. To know and use the basic principles of a healthy and varied diet to prepare dishes.
P.S.H.E (Personal, Social, Health and Economics)	Growth mindset SEAL - New beginnings SEAL- Getting on and falling out  Values: Respect and Tolerance	SEAL - Going for goals SEAL- Good to be me: whoever I am.  Values: Peace and Determination	SEAL-Relationships SEAL-Canges  Values: Responsibility and Hope
Intent	To understand the terms growth and fixed mindset. To be able to identify fixed and growth mindset qualities. To identify new beginnings e.g. new class.	To be able to set goals To be able to understand the importance of setting goals and why we set them.	To be able to identify different relationships we have. To identify changes we go through and how to prepare for them.

	To discuss and understand the importance of friendships and strategies to making friends To know strategies we can use when we fall out with someone.	To know and understand we are all different and that's good!	
SRE	SRE To understand what friendship is.	SRE To know the importance of valuing oneself. To begin to realise that everyone is different To recognise most children can make choices	SRE To know that there are different types of family and all families have special roles in children's lives
P.E.	Dance –Snail and the Whale Gymnastics Basic Skills	Football Gymnastics Dance Tri-Golf	Gymnastics Athletics-running including relay, jumping, shotput and javelin Tennis
Intent	To stop a ball with basic control To copy and explore basic actions and body patterns with some control and co-ordination To recognise changes in the body during exercise	To send a ball in the direction of another person To choose and link basic actions, and recognise and use space appropriately To recall and perform simple dance steps and perform in a controlled manner, choose actions and link them with sounds and music To safely perform teacher led warm-up and be aware of others	To take part in sending and receiving To watch and discuss my own work and that of their peers To take part in running, jumping and throwing activities with an aim to improve performance To explain the importance of exercising, safety and short term effects of exercise

Turquoise highlighting indicates opportunities in the curriculum taken to reinforce diversity, respect and the desire for equality across all communities