

### Year One Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic and leading question</b>	<b>Paws, Claws &amp; Whiskers</b> Why do tigers have sharp teeth?	<b>Superheroes</b> Why do people wear a poppy?	<b>Memory Box</b> Why is Frank Hornby famous?	<b>Street Detectives</b> Why is Tuebrook called Tuebrook?	<b>Africa Oye!</b> Can you grow tangerines in Liverpool?	<b>Splendid Skies</b> Why are the Wright brothers famous?
<b>Trips and Enhancements</b>	National Read a Book Day Pants Rule Roald Dahl Day Rosh Hashanah National Poetry Day – visit from poet Levi Tafari Black History Month International Dot Day World Mental Health Awareness Day Harvest Assembly Maths Party Day Yoga	Fire Safety – firefighter visit Anti-bullying, Road Safety – police visit Autumn seasonal walk in school grounds Children in Need fundraiser Workshop; Poppies and Poetry Christmas Nativity Trip to Bethel Church Book Advent Kindness Calendar Santa Dash	Safer Internet Day Relationships Day Beatles Day National Storytelling Week Chinese New Year Lion Dancers Winter seasonal walk in school grounds Children’s Mental Health Week Liverpool Children’s Reading Festival M&M Theatre Production – Alice in Wonderland Author Visit	World Book Day Science Week World Autism Day Local area walk, including seasonal observations – Spring Visit to Bethel Church, St John’s Church International Children’s Book Day	Smile Month – dental health Walk to School Week Trip to Liverpool i)World Museum in Liverpool – learning about near/far (Africa) ii)Walker Art Gallery African dancing National Numeracy Day King Charles III Coronation Yoga	Sports Day Newsham Park visit (local & seasonal observations) Travel Agent visitor Money Week Health and Wellbeing Week

<b>English</b>	<p>Recount</p> <p>Labels and Captions</p> <p>Dictionary skills</p> <p>Stories with a familiar setting</p>	<p>Recount</p> <p>Poetry- using the senses</p> <p>Stories with a fantasy setting</p>	<p>Recount</p> <p>Traditional and Fairy Tales</p> <p>Instructions</p>	<p>Recount</p> <p>Poetry – pattern and rhyme</p> <p>Information text</p>	<p>Recount</p> <p>Stories from a range of cultures</p> <p>Instructions</p>	<p>Recount</p> <p>Poems on a theme</p> <p>Information text</p>
<b>Maths</b>	<p><b>Number and Place Value –</b></p> <p>Recap Reception experiences counting within 100</p>	<p><b>Number and Place Value –</b></p> <p>Comparison of quantities and part-whole relationships</p> <p><b>Addition and Subtraction-</b></p> <p>Numbers 0-5</p>	<p><b>Geometry</b></p> <p>Recognise, compose, decompose and manipulate 2D and 3D shapes</p> <p><b>Addition and Subtraction-</b></p> <p>Numbers 0 to 10</p>	<p><b>Addition and Subtraction-</b></p> <p>Additive Structures</p> <p><b>Number Facts –</b> Addition and Subtraction facts within 10</p>	<p><b>Number and Place Value-</b> Numbers 0 to 20</p> <p><b>Number Facts –</b> Unitising and coin recognition</p>	<p><b>Number Facts –</b> Unitising and coin recognition</p> <p><b>Position and Direction</b></p> <p><b>Time</b></p>
<b>Science</b>	<p><b>Science: Animals</b></p> <p>Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p><b>Animals including Humans</b></p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b>Science: Materials</b></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p><b>Science: Materials</b></p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><b>Science: Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p><b>Science: Seasonal Changes</b></p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
<b>Geography/ History</b>	<p><b>Geography</b></p> <p><b>Locational Knowledge</b></p> <p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom</p> <p>Name and locate the continent of</p>	<p><b>History</b></p> <p><b>The lives of significant individuals</b></p> <p><b>Significant historical events, people and places in their locality</b></p> <p>Remembrance Day</p>	<p><b>History</b></p> <p><b>Changes Within Living Memory</b></p> <p><b>Significant historical events, people and places in their locality</b></p> <p>Toys past and present</p>	<p><b>Geography</b></p> <p><b>Skills and Fieldwork</b></p> <p>Use world maps, atlases and globes</p> <p>Use simple compass directions</p> <p>Use aerial photographs and plan perspectives to</p>	<p><b>Geography</b></p> <p><b>Place Knowledge</b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small</p>	<p><b>History</b></p> <p><b>Events Beyond Living Memory</b></p> <p><b>Significant historical events, people and places in their locality</b></p>

	Europe	Key Person: Noel Chavasse/Arthur Procter Lilian Bader  (locality link)	Key Person: Frank Hornby  (locality link)	recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (locality link)	area in a contrasting non-European country- Africa  <b>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles- Africa	First Flight Key People: The Wright Brothers Amelia Earhart
<b>Art/DT</b>	<b>Art Sculpture</b>  Make bird sculptures enhanced with feathers drawn by the children.  <b>Artist link:</b> Cathy Miles (Craft)	<b>DT Textiles</b>  To design, make and evaluate a Winter jacket for teddy – Be bright, be seen (Road safety links)	<b>DT Construction and Mechanisms</b>  Design, make and evaluate a wheeled toy to carry small world people on. (Frank Hornby links)	<b>Art Drawing</b>  First hand observations of key buildings in local area.  <b>Artist link:</b> Paul Klee (modern artist)	<b>Food and Nutrition</b>  To design, make and evaluate a fruit kebab (fruits from Africa)	<b>Art Painting</b>  Seasonal observations of flowers, drawn and painted in the style <b>Artist link</b> George O'Keefe.
<b>RE</b>	<b>Theme:</b> The Creation Story  Concept: God/Creation  Key Question: Does God want Christians to look after the world?  Religion: Christianity	<b>Theme:</b> The Christmas Story  Concept: Incarnation  Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?  Religion: Christianity	<b>Theme:</b> Jesus as a Friend  Concept: Incarnation  Key Question: Was it always easy for Jesus to show friendship?  Religion: Christianity	<b>Theme:</b> Psalm Sunday  Concept: Salvation  Key Question: Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?  Religion: Christianity	<b>Theme:</b> Shabbat  Key Question: Is Shabbat important to Jewish children?  Religion: Judaism	<b>Theme:</b> Rosh Hashanah and Yom Kippur  Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?  Religion: Judaism

<b>Computing</b>	<p><b>Computer Science</b> Code Studio Remote Control Cars</p> <p><b>Digital Literacy</b> E-Safety</p> <p><b>Research Internet</b> Modelling and simulations</p> <p><b>Information Technology</b> Doodle Buddy</p> <p><b>From Autumn 2023</b></p> <p><b>Online Safety and Exploring Purple Mash</b> (Beginning to use Purple Mash including logging in and saving work).</p> <p><b>Grouping and Sorting</b> (Sorting items using a range of criteria)</p>	<p><b>Computer Science</b> Code Studio Alex the Robot</p> <p><b>Digital Literacy</b> E-Safety</p> <p><b>Research Internet</b> Modelling and simulations</p> <p><b>Information Technology</b> Purple Mash</p> <p><b>From Autumn 2023</b></p> <p><b>Animated Story Books</b> (To create an E-book)</p>	<p><b>Lego Builders</b>  (Following and creating instructions)</p>	<p><b>Pictograms</b>  (To contribute to and use pictograms)</p> <p><b>Maze Explorers</b>  (To create and debug a set of instructions – algorithm and use the directional keys)</p>	<p><b>Coding</b>  (To plan and make a computer program)</p>	<p><b>Spreadsheets</b> (To use 2Calculate control tools: lock, move cell, speak and count)</p> <p><b>Technology outside school</b>  (Recording examples of technology used outside school)</p>
<b>PSHE</b>	<p><b>Whole School Value</b> Respect</p>	<p><b>Whole School Value</b> Kindness</p>	<p><b>Whole School Value</b> Honesty</p>	<p><b>Whole School Value</b> Respect</p>	<p><b>Whole School Value</b> Kindness</p>	<p><b>Whole School Value</b> Honesty</p>
	<p>Pants Rule Fire Safety (bonfire night)</p>	<p>Anti-bullying (on/off line) Road Safety (darker nights) Police (stranger danger)</p>	<p>Safer Internet Relationships Day</p>	<p>Walk to School Week</p>	<p>Smile week – dental Money week</p>	<p>Environmental Day</p>
	<p><b>Computing; Online Safety</b> <b>PE; 2 hours timetabled provision plus more (see mapping)</b></p>					
	<p><b>Science;</b> Animals including Humans Identify; name, draw the basic parts of the human body &amp; say which part of the body is associated with each sense</p>			<p><b>Science;</b> Materials &amp; recycling; responsibility for things they can do to look after their environment (not statutory)</p>		<p><b>Science</b> Planting; Observe the growth of vegetables planted (not statutory).</p> <p><b>DT</b> Make a fruit Kebab Understand where food comes from &amp; learn about the basic principles of healthy eating</p>

	<p><b>Theme:</b> Being in my World</p> <p>Feeling special and safe Being part of the class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p><b>Theme:</b> Celebrating Difference</p> <p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p><b>Theme:</b> Dreams and Goals</p> <p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p><b>Theme:</b> Healthy Me</p> <p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road Safety Linking health and happiness</p>	<p><b>Theme:</b> Relationships</p> <p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p><b>Theme:</b> Changing Me</p> <p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies Linking growing and learning Coping with change Transition</p>
<b>PE</b>	<p>Games Yoga Bears Daily Mile</p>	<p>Games Dance Daily Mile</p>	<p>Gymnastics Multi Skills Daily Mile</p>	<p>Gymnastics Dance Daily Mile</p>	<p>Athletics Yoga Daily Mile</p>	<p>Athletics Dance Daily Mile</p>
<b>Music</b>	<p>Charanga: Unit 1 MMC: <b>Introducing Beat</b> How can we make friends when we sing together?</p>	<p>Charanga: Unit 2 MMC: <b>Adding Rhythm &amp; Pitch</b> How does Music tell us stories about the past?</p>	<p>Charanga: Unit 3 MMC: <b>Introducing Tempo &amp; Dynamics</b> How does music make the world a better place?</p>	<p>Charanga: Unit 4 MMC: <b>Combining Pulse, Rhythm and Pitch</b> How does music help us to understand our neighbours?</p>	<p>Charanga: Unit 5 MMC: <b>Having Fun with Improvisation</b> What songs can we sing to help us through the day?</p>	<p>Charanga: Unit 6 MMC: <b>Explore Sound and Create a Story</b> How does music teach us about looking after our planet?</p>

\*For further details of the taught content, please see the individual subject tabs on the curriculum section of the website.