



HOLY FAMILY SCHOOL Yearly Overview

Year 1: 2022/2023

Teacher: Mrs Wilson & Ms Miller

| | AUTUMN | | SPRING | | SUMMER | |
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| Topic | Animals | Pets/Animals | Food | Rainforest | Seaside | Toys |
| | <i>How can we look after animals?</i> | <i>How can we look after pets?</i> | <i>Where does the food we eat come from? Is food shared equally around the world?</i> | <i>How can we care for God's creation?</i> | <i>Is it better to live in a city or by the sea?</i> | <i>Do boys and girls like the same toys?</i> |
| RE | <p>Family Prior learning: God knows and loves me and each one by name. This Topic: learning outcomes Know and understand: <ul style="list-style-type: none"> The love and care shown in the family – Explore God's love and care for every family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Belonging Prior learning: Baptism: a welcome to God's family This Topic: learning outcomes Know and understand: <ul style="list-style-type: none"> About belonging to different groups – Explore That Baptism is an invitation to belong to God's family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> | <p>Hinduism Prophet Muhammed</p> <p>Promoting peace –respect and understanding of different faiths.</p> <p>Advent/ Waiting Prior learning: Baptism: a welcome to God's family This Topic: learning outcomes Know and understand: <ul style="list-style-type: none"> About belonging to different groups – Explore That Baptism is an invitation to belong to God's family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> | <p>People in the parish family Prior learning: how the parish family celebrates This Topic: learning outcomes Know and understand: <ul style="list-style-type: none"> That there are special people in our lives who are there to help – Explore That on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Eucharist - Special meals Prior learning: the joy of gathering together to celebrate at Mass This Topic: learning outcomes Know and understand: <ul style="list-style-type: none"> Families and groups share special meals – Explore Mass as Jesus' special meal – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> | <p>Lent - a time for change Prior learning: Lent: a time to grow more like Jesus and look forward to Easter This Topic: learning outcomes Know and understand: <ul style="list-style-type: none"> That we change and grow – Explore Lent; a time to change in preparation for the celebration of Easter – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Preferential option for the poor Helping others during lent.</p> | <p>Holidays and Holy days - Pentecost Prior learning: Pentecost; the celebration of the Good News of Jesus This Topic: learning outcomes Know and understand: <ul style="list-style-type: none"> Holidays as days to be happy – Explore Pentecost; a holy day – the feast of the Holy Spirit – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Being sorry / Making choices Prior learning: Jesus had good friends This topic learning outcomes: Know and understand: <ul style="list-style-type: none"> We have choice – sometimes we choose well, and sometimes wrongly – Explore God helps us to choose well and to be sorry. God forgives us – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> | <p>Judaism Abraham and Moses</p> <p>Neighbours - sharie God's world. Prior learning: God gave us this wonderful world This Topic: learning outcomes Know and understand: <ul style="list-style-type: none"> Neighbours all around – Explore Everyone is our neighbour and is loved by God – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Promoting peace –respect and understanding of different faiths.</p> |

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| | SOLIDARITY – We all need each other. One big human family. | | | | | |
| English | <p>Whole school project – and Tango makes three (2 weeks)</p> <p>HFL Unit Farmer Duck-stories with predictable phrasing (2 Weeks) <u>Type of writing: Postcard and instructions</u></p> <p>Distributive justice – how are we sharing the world’s resources?</p> <p>Recount- where’s my teddy?</p> <p>HFL Poetry- Vocabulary builder <i>Back on track: Stickman</i></p> | <p>HFL Unit Plenty of love to go around- (1 week) <u>Type of writing produced: Labels and captions.</u> Non-fiction: Mary Seacole Poetry: Rhyming couplets</p> <p>HFL FEP 3 Narrative- Mr Big <u>Type of writing produced: Letter</u> <i>Non fiction - animals in our garden.</i></p> <p>Human dignity – all created by God. We are all special because God made us.</p> | <p>The last Noo Noo Instructions.</p> <p>HFL Unit FEP 2: Gruffalo C crumble. (2 Weeks) <u>Type of writing produced: Instructions.</u></p> <p>HFL Unit Poetry- food</p> | <p>HFL Unit Contemporary stories Mr Postmouse (2 Weeks) <u>Type of writing produced: Letter</u></p> <p>HFL Unit Non-fiction: Bats(2 weeks) <u>Type of writing produced: Non- chronological report.</u></p> <p>Poetry- purple.. free verse One silver speck</p> | <p>HFL Unit Voices in the park Type of writing produced: Recount (2 weeks) The snail and the whale. Non-fiction: Whales and dolphins-see science- animals and their habitats.</p> <p>HFL Unit Poetry-vocabulary building.</p> | <p>Traditional Tales: Jack and the Beanstalk.</p> <p>Chronological Report: Forest life and woodland creatures. Poetry- Take one poet.</p> <p>Stewardship: Caring for God’s creation.</p> |
| Phonics/ Spelling | Phase 3/4 review + Phase 5 GPCs | Phase 5 graphemes | Phase 5 graphemes | Phase 5 graphemes | Review Phase 5 GPCs for phonics screening check | Phase 5 graphemes |
| Maths | <p>Geometry -positional language, ordinal numbers. Numbers to ten- finding patterns in numbers. Comparison and counting. Numbers and regrouping the whole. Numbers to ten- Equality and balance.</p> | <p>Numbers to 20. Estimating – 1 more and 1 less. Numbers to 20- doubling and halving. Numbers to 20- odd and even numbers. Geometry and names of properties of 2D shape and 3D shapes.</p> | <p>Measures- the language of comparing length, height, mass and speed. Sequencing events- days of the week and the months of the year. Numbers to twenty-adding using ‘think 10’. Equality and balance, Part and whole unknown in addition. Numbers to twenty-language and problem solving (part or whole unknown).</p> | <p>Comparison- the difference- more, fewer and statistics. Measures- coins combination for 20p,ordering and comparing. Counting in 2s,5 and 10s. Measures- non-standard measures and introducing simple standards measures.</p> | <p>Multiplication-equal and unequal groups and remainders. Multiplication- repeated addition and arrays. Multiplication- problem solving. Multiplication-scaling and counting in 2- 24. Division and sharing- grouping and solving problems. Time telling- o’clock and half past. Fraction- equal and un equal parts of shapes. Fractions – continuous quantities – capacity.</p> | <p>Numbers to 20- Place value and digits, making ten and some more. Place value-estimation, ordering and comparison. Division and sharing- grouping and solving problems. Time telling- o’clock and half past. Fraction- equal and un Division and sharing- grouping and solving problems. Time telling- o’clock and half past. Fraction- equal and un equal parts of shapes. Fractions – continuous quantities – capacity. Fractions – continuous quantities – capacity.</p> |
| Science | <p>Animals and humans. Seasons - animals To name body parts Identify and name common animals.</p> | <p>To identify and name every day materials. To compare and group together every day materials</p> | <p>Our Senses- taste - food To recognise senses associated with body parts. Seasons- to continue throughout the year.</p> | <p>Living things and their habitats- rainforest</p> <p>Arctic animals-(Geography-comparing we</p> | <p>Seasons-Compare the weather in different seasons. Holidays-seaside.(History) To observe and describe weather in different seasons.</p> | <p>Plants To identify and describe roots, trunks, flowers. To group and sort plants according to their features.</p> |

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| | To identify carnivores, omnivores and herbivores. Outdoor learning: Human dignity – all created by God. We are all special because God made us. | To describe the properties of every day materials. | | ather patterns) Stewardship – looking after the planet for future generation. Climate change – how habitats are being destroyed and animals adapt | To describe how day length varies. To observe changes across the 4 seasons. Stewardship – looking after the planet for future generation. | To identify trees from their leaves. Stewardship – all living things are connected and we must use God's gifts responsibly. |
| Outdoor Learning | To find your stickman- (stick) To make wind instrument to measure the wind. | Finding living things / animals in the forest garden Materials- outdoor learning- to identify natural materials- test for water proof outdoors in the forest garden. visit the town centre Search for 2D shapes in the forest garden. Make shapes using natural materials. | Outdoor learning - measure in the forest garden - find natural objects . Outdoor learning-use our sense's outdoors- smell, sight etc. | to make an animal habitat in forest school using natural materials. Observe any bug and insects in the forest garden- pond etc Make a bug hotel for the school. Use natural material Stewardship – all living things are connected and we must use God's gifts responsibly. Human dignity – all created by God. Respect for all living things | Outdoor learning: observe the changes of seasons- use checklist. Outdoor learning- role play the story in the forest garden- Outdoor learning-art-Make a model of the seaside | Outdoor learning: Observe and identify flowers /plants/trees-go to the field /forest garden Outdoor learning- make the houses from wood in the forest garden and role play the story. Outdoor learning- make the houses from wood in the forest garden and role play the stor |
| Geography | History focus | Geography: Our local area. <ul style="list-style-type: none">● identify the significant features (landmarks) of their local area and consider viewpoints in relation to this● compare journeys and landscapes and understand near/far, often/ rarely● learn about maps, map-making and symbols. | History focus | Geography - animals and habitats <ul style="list-style-type: none">● name and locate the world's seven continents and five oceans● use world maps, atlases and globes to identify countries, continents and oceans● use simple fieldwork and observational skills. Stewardship – looking after the planet for future generation. Climate change – how habitats are being destroyed and animals adapt | People and their communities In this unit, the children will: <ul style="list-style-type: none">● name and locate the world's seven continents● learn about the human and physical geography of a small area in several non-European countries● read images, maps, atlases and globes● ask and answer questions● use basic geographical vocabulary. | |
| History | Our Family History | Geography Focus | Famous Explorers | Geography Focus | Seaside Outdoor learning: | Toys in the past <ul style="list-style-type: none">● To find out about artefacts (toys) from the past.● To compare toys from the past and present |

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| | <p>know where the people and events they study fit within a chronological framework</p> <ul style="list-style-type: none"> • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing parts of sources to show that they know and understand key features • understand some of the ways in which we find out about the past • identify different ways in which it is represented. <p>SOLIDARITY – We all need each other. One big human family.</p> | | <p>know where the people they study fit within a chronological framework</p> <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past • identify different ways in which it is represented • ask and answer questions, choosing and using sources to show that they know and understand the key features of events • use parts of sources to show that they know and understand key features of events • use common words and phrases relating to the passing of time. | | | <ul style="list-style-type: none"> • To know oral sources and museum displays can be used to find out about the past. • To ask and answer questions about every day objects in the past., |
| Computing | <p>Online Safety Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</p> <p>Grouping and Sorting Children are able to sort, collate, edit and store simple digital content</p> | <p>Pictograms Children are able to sort, collate, edit and store simple digital content</p> <p>Lego Builders Children can work out what is wrong with a simple algorithm when the steps are out of order and can write their own simple algorithm.</p> | <p>Maze Explorers Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program</p> | <p>Animated Story Books Children are able to sort, collate, edit and store simple digital content and retrieve their work and follow simple instructions to access online resources.</p> | <p>Coding When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.</p> | <p>Spreadsheets Children are able to sort, collate, edit and store simple digital content</p> <p>Technology outside school Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.</p> |

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| Music | Practise singing hymns for welcome assembly. | Christmas rehearsal – songs and play. Year 1 and 2 | Christmas rehearsal – songs and play. Year 1 and 2 | Easter songs rehearsal | Songs about the seaside. | Practice for end of year hymns. Class Mass songs. |
| Art/DT | Art: To begin to develop simple 3D representations using a range of sources. Individual model making opportunities using plasticine, dough, reclaimed materials, plastic coated wire, clay, wood, papier mache etc Artist: Pippa Hill/ Nick Mackman | Art: To be able to mix primary colours to make secondary colours. To use a colour wheel to identify the colours to mix To be able to apply the paint using different applicators. Artist: Franz Marc. | DT- How to make a fruit salad. To find out how to handle and prepare a variety of fruits and vegetables. To be able to make and evaluate a food product based on a design. | DT -Moving Minibeasts To be able to create a sliding mechanism and a wheel mechanism. To be able to use levers and pivots to create a moving mechanism | Art: Introduce a range of tools which can produce marks on a variety of backgrounds To begin to produce simple observational drawings of objects. Use parts of a pencil to create different mark making effects Artist: Abraham Willaerts | DT - Stable structure Design and make a garage for toy cars. To design and plan a stable structure. To explore a range of materials and make decisions based on the end product. To follow a design plan and make a product. |
| PE | Games- ball skills. | Gymnastics | Games- invasion | Athletics | Games- ball skills. | Gymnastics |
| PSHE | We're all stars | Living long, living strong | Daring to be different | Joining in and joining up | We're all stars | Living long, living strong |
| RSE | Religious understanding/my body – my health Let the children come I am unique Girls and boys Clean and healthy | Emotional well being Feelings, likes and dislikes Feelings inside out Super Susie gets angry | Life cycles cycle of life | Religious understanding/ personal relationships God loves you Special people Treat others well ...and say sorry | Keeping safe Being safe Good secrets and bad secrets Physical contact Harmful substances Can you help? | Living in the wider world in one Who is my neighbour? The communities we live in. |