

Avanti Court Primary School Overview Year 1 2016-2017

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self Discipline	Respect	Integrity	Courage	Gratitude
Topic Theme	Autumn 1 IPC Unit:- All dressed up	Autumn 2 IPC Unit:- Let's Celebrate	Spring 1 IPC Unit:- The Magic Toymaker	Spring 2 IPC Unit:- From A to B	Summer 1 IPC Unit:- Water	Summer 2 IPC Unit:- Hooray! Let's go on holiday!
English	<p>Use the text 'Too much talk to explore stories from different cultures. Learn about the effects of repeated phrases to inspire children to write alterative versions.</p>	<p>Using the book 'Home' as a stimulus to write letters and postcards to children around the world asking about the materials used to make their homes.</p> <p>Non-fiction- Use simple information texts to find out all about materials and what they can be used for. Begin to learn about the structure of non-fiction texts and how they are different to fiction.</p> <p>Fiction-Children will read and discuss Ramayan and 'Harvey Slumfenburger's Christmas Present' by John Burningham. They will learn a repeated refrain orally and then adapt this to create their own individual sentences using this pattern, focussing on writing in sentences.</p>	<p>Use the story of Traction man to inspire children to write an adventure story about their favourite soft toy. Practise forming upper and lower case letters. Use capital letters for names and to start sentences. Investigate words ending in 'le' and words containing /oy/.</p> <p>Still using the book Traction Man, children learn about the features of labels and lists and designing Wanted Posters.</p> <p>Children become detectives and find information about old and new toys from other people's writing. To enhance their history knowledge.</p>	<p>Reading: Apply phonic skills/ knowledge to decode words. Blend sounds in words and read words containing common suffixes.</p> <p>Newspaper report, instructions, information text, speech bubbles using the text Man on the Moon.</p>	<p>Using the text 'The Pirates next door' children will learn to retell stories, write poetry and write and respond to letters.</p> <p>Non-Fiction The children will use various non-fiction sources to gather information to create a persuasive brochure for a holiday destination.</p>	<p>Using the text 'Katie in London' children will plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar.</p> <p>Draft and write by composing and rehearsing sentences orally; In narrative create settings, characters and plot;</p> <p>Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.</p>
Maths (Number,	Number and place value: Read and write numbers in numerals.	Number and place value: Read and write numbers in numerals.	Number and place value: Read and write numbers and words.	Number and place value: Read and write numbers and words.	Number and place value: Read and write numbers and words.	Number and place value: Revise and consolidate.

<p>Measurement, Geometry</p>	<p>Count to 100- forward and backwards in multiples of 1,2, 5 and 10's.</p> <p>Addition and Subtraction: read, write and interpret symbols. Number bonds within 20.</p> <p>Add and subtract 1 digit number to 2 digit numbers by counting objects.</p> <p>Properties of shapes and Position & direction:</p> <p>Relate 2D and 3D to everyday objects. Use language of position; such as, left, on top of, between.</p> <p>Measurements: Practical measuring of lengths and mass. Telling time- O'clock, half past. Money: recognise and know value of denominations of coins</p> <p>Multiplication & division and Fraction: Recognise and name half and quarter of shapes.</p>	<p>Count to 100- forward and backwards in multiples of 1,2, 5 and 10's.</p> <p>Addition and Subtraction:</p> <p>Use number lines to add and subtract. Solve one step problems using concrete objects and pictorial representations.</p> <p>Properties of shapes and Position & direction:</p> <p>Recognise properties of 2D shapes and know names of the different shapes. Use language of position, direction and motion; half, quarter and three quarter turns.</p> <p>Measurement:</p> <p>Practical measuring of lengths, mass using non-standard units. to add coins simple coins. Investigate different ways of making amounts.</p> <p>Time: add quarter past and quarter to.</p> <p>Multiplication & division and Fraction: half and quarters of quantities. Doubling numbers.</p>	<p>Count to 100- forward and backwards in multiples of 1,2, 5 and 10's.</p> <p>Recognise odd and even numbers</p> <p>Addition and Subtraction:</p> <p>Add two 2 digit numbers. Use number lines to add and subtract. Solve one step problems using pictorial representations and number lines.</p> <p>Vocabulary such as, altogether, total, less than and distance between. Sequence events in chronological order using language such as. Before, after, yesterday and afternoon.</p> <p>Properties of shapes and Position & direction:</p> <p>Recognise the properties of 3D shapes and name the shapes. Follow directions to move objects or themselves clockwise or anticlockwise; half turn, etc.</p> <p>Measurement: Practical measuring of lengths, mass using non-standard and then move to recording, add and subtract amounts of money.</p> <p>Time: add quarter past and quarter to.</p> <p>Multiplication & division:</p>	<p>Count to 100- forward and backwards in multiples of 1,2, 5 and 10's.</p> <p>Recognise patterns in the number system.</p> <p>Addition and Subtraction:</p> <p>Add two 2 digit numbers using a given method. Use a given method to complete add and subtract sentences. Solve one step problems using pictorial representations and using methods. Missing numbers problems e.g.:</p> <p>7= ____ -9</p> <p>Vocabulary.</p> <p>Properties of shapes and Position & direction:</p> <p>Recognise 3D shapes in different orientations and sizes. Create a very simple algorithm to move an object.</p> <p>Measurement:</p> <p>practical measuring and comparing capacity and mass and begin to record. add and subtract more than 2 values of money. Time: minutes past.</p> <p>Multiplication & division and Fraction: half and quarters of quantities. Doubling numbers. through group and share quantities using objects or pictures.</p>	<p>Count to 100- forward and backwards in multiples of 1,2, 5 and 10's.</p> <p>Addition and Subtraction:</p> <p>Add two 2 digit numbers using a given method. Solve two step problems using pictorial representations and using methods. Recognise and use language relating to dates, including days of week, months and years.</p> <p>Properties of shapes and Position & direction:</p> <p>Recognise 3D shapes in different orientations and sizes. create an algorithm of move object/moveable toy.</p> <p>Measurement:</p> <p>Measure and record with some accuracy. Time: minutes past and simple problems.</p> <p>Multiplication & division and Fraction: Recognise and create arrays and make connection between counting in 2's. 5's and 10's. Fine and name half as one of two equal parts. and quarter as four equal parts of an object or quantities.</p>	<p>Recognise and create patterns in number system including varied and frequent practice through increasingly complex questions.</p> <p>Addition and Subtraction:</p> <p>Revise and consolidate. Independently use the methods to solve problems and explain their working.</p> <p>Properties of shapes and Position & direction:</p> <p>Name 2D and 3D shapes in different orientations and sizes. Name the properties.</p> <p>Revise algorithms.</p> <p>Measurement:</p> <p>Measure with some accuracy and use appropriate language. Time: minutes past and simple word problems.</p> <p>Add larger amounts of denominations. Practical work on change.</p> <p>Multiplication & division and Fraction:</p> <p>Recognise and create arrays and make connection between counting in 2's. 5's and 10's. Fine and name half as one of two equal parts. and quarter as four equal parts of an object or quantities.</p>
<p>PRE</p>	<p>Theme: Empathy How does Krishna feel?</p> <p>Unit descriptor: In this unit, exploring Krishna's damodara-lila and govardhana-lila, children will learn to identify different feelings, recognizing the nature and physical</p>	<p>Theme: Self-discipline Can i see with my eyes closed?</p> <p>Unit descriptor: Children will learn how to develop focused attention through mantra meditation and visualisation. They will use the resultant focused attitude to attempt tasks</p>	<p>Theme: Respect What would lord Rama do?</p> <p>Unit descriptor: Children will learn about respect, politeness and good manners. Using the Ramayana and lord Rama's example, pupils will start exploring types of behaviour associated</p>	<p>Theme: Integrity Who is my hero?</p> <p>Unit descriptor: Children will learn about the value of developing good friendships and how to create a happy inclusive class. They use the examples of the Pandavas and Duryodhana to compare</p>	<p>Theme: Courage Who will protect me?</p> <p>Unit descriptor: Children will explore what makes them personally afraid in order to learn about, and begin to develop, courage and freedom from undue fear. They will learn the story of young prahalad, his</p>	<p>Theme: Gratitude Why do we say 'thank you'?</p> <p>Unit descriptor: Love and gratitude are explored using the stories of sudama and vamana, and in relationship to family members, friends and Krishna, especially by exploring and</p>

	<p>features of positive and negative feelings (knowing how a feeling feels). Through the use of engaging drama and arts activities, they should be guided into recognizing sensual stimuli and other situations that give rise to different feelings.</p> <p>Outcomes: Recognize and distinguish different feelings (including happy and upset/angry) exhibited by Krishna and other main characters (yashoda and indra in particular) during the damodara-lila (the butter thief) and govardhan-lila (miraculous gopal).</p> <p>Explain and give examples of different feelings related to sensual stimuli.</p> <p>Understand the feelings of characters in stories.</p>	<p>which require concentration and resilience. Pupils will learn through stories and role play about the need for balance and the value of a disciplined attitude to activities in their lives, as exemplified by 5 year old dhruva. Teachers should use the children’s experiences as the starting point for exploring these concepts. They should also understand the meaning behind the golden expectations/school rules.</p> <p>Outcomes: Know the story of dhruva (prince and the polestar).</p> <p>Understand and be able to discuss, using the example of dhruva, the value of applying oneself to all endeavours, including spiritual ones, with determination and resilience.</p> <p>Understand the idea of seeing god within the heart, as exemplified by dhruva.</p> <p>Know and practice how to sit peacefully in a meditation posture and concentrate during kirtan.</p> <p>Explore and practice</p>	<p>with respect and consider how they reflect such behaviour at home and at school, particularly in relationship to ‘key others’ e.g. Parents and teachers.</p> <p>Outcomes: Know the ramayana in summary. Explore Lord Rama’s behaviour towards his elders and his brothers, with emphasis on his respect for his teachers, mother and father. Understand, with reference to Rama respecting Sita, and Ravana disrespecting Sita, the consequences of showing or not showing respect, as linked to our relationship with others and our environment. Know the names of the six main religions and associated symbols. Understand that there are different faiths and that they should all be respected.</p>	<p>different approaches to friendship and honesty. Children start to develop integrity via honesty (i.e. ‘matching words to reality’). Largely through story telling, they explore the consequences of telling the truth and telling lies. To begin the long journey of self-improvement, they learn to say ‘sorry’.</p> <p>Outcomes: Know the story of the Mahabharata in summary. Explore how Duryodhana used deceit and lies to achieve his ends and how Yuddhistir always spoke the truth. Know and differentiate between true and false statements. Explore and understand, using appropriate examples from the Mahabarata, how good motivation is important in friendship (why do i want to be his/her friend?). Explore and understand, using appropriate examples, that choices, such as telling lies, carry</p>	<p>courage in adversity, his dependence on Krishna, and Krishna’s reciprocation and protection. This will be extended to children having the courage to ‘try new things’ and say ‘no’ to strangers.</p> <p>Outcomes: Understand and use simple terms linked to courage. Understand and identify what courage ‘feels’ like and be able to relate courage with examples from their everyday life. Know the story of prahalad (prahlad) and be able to retell it in their own words. Discuss the courageous actions of prahalad and explore why he was courageous i.e. What gave him courage. Know and understand how and why Krishna reciprocated and protected prahalad. Apply their understanding of courage to attempt new tasks with a bold, positive attitude, confident that Krishna loves and protects us.</p>	<p>acknowledging all they selflessly do for us.</p> <p>Outcomes: Know and be able to retell the story of Sudama (the gift of Gopal) and Yamana (the littlest giant).</p> <p>Explore and be able to explain in their own words, how Sudama and Bali expressed gratitude, and how Krishna and vamana expressed gratitude.</p> <p>Develop positive manners and attitude that display gratitude (e.g. Saying ‘thank you’).</p> <p>Identify people who contribute positively to their lives (e.g. Parents) and explain what these people do.</p> <p>Describe what they appreciate about their friends.</p>
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		self-discipline in relation to food (healthy diets and respecting prasadam).		consequences. Know when to keep promises (and when not to – related to safeguarding).		
Science	Our Changing World: Sensing seasons	Using our senses	Everyday Materials	Plant Detectives and Our changing world : Plants	Plant Detectives and Our changing world : Plants	Looking at animals and Animal Antics
History	History:- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Fiction- Children will read and discuss Ramayan and 'Harvey Slumfenburger's Christmas Present' by John Burningham. They will learn a repeated refrain orally and then adapt this to create their own individual sentences using this pattern, focussing on writing in sentences.	History:- <ul style="list-style-type: none"> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 	History:- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (Neil 	History:-	History:- - changes within living memory – where appropriate, these should be used to reveal aspects of change in national life - significant historical events, people and places in their own locality

				Armstrong linked to English for YR1		
Geography	Geography:- <ul style="list-style-type: none"> 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. Name and locate the world's 7 continents and 5 oceans 	Geography:-	Geography:-	Geography:- <ul style="list-style-type: none"> 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 	Geography:- <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	Geography:- <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the 4 countries and capital cities of the united kingdom and its surrounding seas 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
Art	Art:- - use a range of materials to design and make products	Art:- -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Art:- -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Art:- -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Art:- -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and	Art:- -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and

					disciplines, and making links to their own work	disciplines, and making links to their own work
Music	Music:- use their voices expressively and creatively by singing songs and speaking chants and rhymes	Music:- use their voices expressively and creatively by singing songs and speaking chants and rhymes	Music:- play tuned and untuned instruments musically	Music:- listen with concentration and understanding to a range of high-quality live and recorded music	Music:- play tuned and untuned instruments musically	Music:- experiment with, create, select and combine sounds using the inter-related dimensions of music
D&T	D &T:- Design -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	D &T:- Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	D &T:- Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	D &T:- Evaluate -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria	D &T:- Design -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	D &T:- Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
PE	To use space effectively. To travel with increasing control & coordination. To concentrate and play an aiming game. To improve speed and control whilst balancing beanbags / objects. To develop basic team skills of sharing and working together	To develop awareness of various body parts and improve skills of rolling and receiving the ball To improve agility, balance and coordination with a tennis racket and ball. Develop co-ordination whilst travelling in different ways. Further to develop ball control, throwing and catching skills.	To use hoops and quoits in a controlled and safe way, (to share space and equipment, developing reflexes and agility.) To build upon prior learning by using the quoit in a safe, co-ordinated and controlled manner in simple, whilst developing throwing & catching skills.	To teach pupils that a performance has a beginning and an end. To develop confidence travelling across a mat in various ways, this will prepare them for future practices and lessons. To develop the ability to create shapes with their bodies and to use good body balance to perform shapes and balances.	Travelling on apparatus in different ways (to improve balance and agility) Dance activities Pupils should be taught to: a. use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing] b. change the rhythm, speed, level and direction of their movements c. create and perform dances using simple movement patterns, including those	To develop confidence throwing a javelin. To build upon prior learning of developing good running skills, confidence, health and To improve jumping skills and develop pupils confidence in running and jumping at their own speed.

					from different times and cultures d. express and communicate ideas and feelings.	
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