



Overview for Year One Term 1.

Religious Education.

Prayer-Special Me- integrate with Health
Lent and Easter-A Special Time-integrate with Humanities/History Families.
HIGHWAY HEROES PROGRAMME-RESILIENCE.

English. Integrated Learning Areas Featuring the stories by Eric Carle.

LITERATURE AND CONTEXT

1. Discuss how authors create characters using language and images.
Read and discuss a series of stories written by Eric Carle. Integrate art-work to enhance meaning and engagement.
2. Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experience.
Children engage in simple written activities that express their ideas and personal response to a story.
3. Discuss features of plot, character and setting in our stories by Eric Carle.
4. **Creating Literature.**
Recreate texts imaginatively using drawing/writing/responding to simple texts based on stories by Eric Carle.

LANGUAGE FOR INTERACTION

1. Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions.
Discuss how the author, Eric Carle, communicates the characters feelings. What feelings are communicated in this story.
2. Understand patterns of repetition and contrast in simple texts.
Read and experience these patterns in the stories we read each week.
3. Understand concepts about print and screen, including how different types of texts are organised using page numbering.
Guided reading and understanding how to 'mangage' a book and other printed texts. **Expressing and developing ideas.**
1. Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' Exploring through Literature.
Phonics and word knowledge
1. Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words.
2. Focus on vowels and simple CVC words.
3. Begin to learn how to spell one and two syllable words with common letter patterns. Spelling Programme using Diana Rigg assessments and programme.

LITERACY- INTERACTING WITH OTHERS

1. Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions.
Dairy keeping and sharing Monday Mornings.
2. Group activities, establishing groups and completing set tasks cooperatively in small groups.
3. Use interaction skills including turn-taking, recognising the .
contributions of others, speaking clearly and using appropriate volume and pace.
Learning to take turns and listen to each other.
4. Beginning to Read decodable and predictable texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and re-reading.
5. Guided Reading/concepts of print is our main focus this term.
6. Beginning to use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features.
Creating Texts
1. Beginning to create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar.

Mathematics. Focus; number lines. Feature Books: Rainbow Fish series

Algebra

NUMBER AND PLACE VALUE.

1. Develop confidence with number sequences to and from 30 by ones from any starting point. Skip count by twos.
2. Recognise, model, read, write and order numbers to at least 30. Locate these numbers on a **number line**.

- 3.Count collections to 30 by partitioning numbers using place value
- 4.Investigate and describe number and object patterns formed by skip-

Measurement and Geometry

- 1.Describe duration using months, weeks, days and hours

SHAPE

- 1.Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features
- 2.Tesselation

DATA REPRESENTATION AND INTERPRETATION

- 1.Choose simple questions and gather responses and make simple inferences

Humanities and Social Sciences (HASS)

Knowledge and understanding

1. HISTORY

Personal and family histories

- 1.Who the people in their family are, where they were born and raised and showing how they are related to each other, using simple family trees
- 2.How they, their family and friends commemorate past events that are important to them (e.g. birthdays, religious festivals, family reunions, community commemorations)
- 3.The different structures of families and family groups today How the stories of families and the past can be communicated and passed down from generation to generation

Humanities and Social Sciences skills

QUESTIONING AND RESEARCHING

- 1.Identify prior knowledge about a topic (e.g. shared discussion, think-pair-share)

EVALUATING

- 1.Draw conclusions based on discussions of observations (e.g. answer questions, contribute to guided discussions)
- 2.Participate in decision-making processes (e.g. engage in group discussions, make shared decisions)

COMMUNICATING AND REFLECTING

- 1.Share observations and ideas, using everyday language (e.g. oral retell,
- 2.Reflect on learning (e.g. drawings, discussions)

Visual Arts

Drama

IDEAS

Use of dramatic action to sequence events to communicate an idea or message

- 1.Exploration and experimentation of the three (3) elements of drama:
 - voice (loud, soft, varying loud and soft)
 - movement (big, small, use of facial expressions)
 - role (fictional character)to create drama
- 2.Using our themed books and stories, Use of known stories and personal experience to create drama with simple objects and available technologies

Responding

Audience behaviour (paying attention to the development of a story) when viewing drama

Health Integrated with Religious Education

HIGHWAY HEROES PROGRAMME INTEGRATED WITH RELIGION AND HEALTH

COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING

Personal and social skills to interact with others:

- expressing needs
- wants and feelings
- active listening
- self-discipline.

Design and Technologies IT

Collaborating and managing

Works with others, or independently, to safely create and share a sequence of steps for making a solution.