



Leonard Stanley C of E Primary School

Class Yearly Overview

Learning and Loving for Life

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Trips	Superhero Day	Outdoor Learning Day	Great Fire of London Day	Family Breakfast	Local Area – Park Visit	Copsegrove Farm Trip
Maths						
Quick Maths (Mastery Maths)	4 days a week for 10-20mins in the morning Mastery Maths - NCETM Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system. Pupils will: - subitise within 5, including when using a rekenrek, and re-cap the composition of 5 - develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure - compare numbers within 10 and use precise mathematical language when doing so - re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number - explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) - explore the structure of the odd numbers as being composed of 2s and 1 more		4 days a week for 10-20mins in the morning Mastery Maths - NCETM Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols). Pupils will: - explore the composition of each of the numbers 7 and 9 - explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part - identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/previous even number - explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-		4 days a week for 10-20mins in the morning Mastery Maths - NCETM Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'. Pupils will: - explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 - connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 - compare numbers within 20 - understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction) practise retrieving previously taught facts and reason about these	

	- explore the composition of each of the numbers 6, 8, and 10 - explore number tracks and number lines and identify the differences between them		combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, th			
Maths <i>Shape, Space & Measure - 40 mins x 1 weekly</i>	Time - Compare, describe and solve problems for time (for example, quicker, slower, earlier, later) - Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Tell the time to the hour and half past the hour and draw the hands on the clock face to show the times.	Shape - Recognise and name common 2-D shapes (e.g. rectangles including squares, circles and triangles). - Recognise and name common 3-D shapes (e.g. cuboids including cubes, pyramids and spheres).	Length and heights Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half).	Time - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. - Compare, describe and solve problems for lengths and heights. - Measure and record lengths and heights.	Mass/Weight - Compare, describe and solve practical problems for mass/weight (e.g. heavy/light, heavier than, lighter than). - Measure and begin to record mass/weight.	Capacity - Compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. - Measure and begin to record capacity and volume. Money - Recognise and know the value of different denominations of coins and notes
<i>Number - 40 mins x 4 weekly</i>	Number - counting, read and write numbers to 20 - place value – teen numbers	Number - place value, tens and ones - addition - subtraction	Number - place value, tens and ones - addition - subtraction	Number - place value, tens and ones - odds and evens - number bonds	Number - place value, tens and ones - Counting in 10's	Number - place value, tens and ones - addition - Subtraction

	• 1 more, 1 less • number bonds • place value, tens and ones		• greater than, less than • Counting in 10's, 5s's, 2s	• doubles • halves	• Multiplication – equal groups • Division • Fractions	• Multiplication • Division • word problems
Writing						
Genre:	Writing to Entertain: Supertato Narrative (p27 PSG)	Writing to entertain (story) : Can't you sleep little bear Writing to entertain (description) : when will it be spring	Writing to Entertain: Naughty bus adventures (p27 PSG) Writing to inform: Great Fire of London diaries (p5 PSG)	Writing to inform: Instructions (p2 PSG) Writing to Entertain: Major Glad and Major Dizzy Narrative (p27 PSG)	Writing to Entertain: Little Red Riding Hood narrative (p27 PSG) Writing to inform: Wolf report (p8 PSG)	Writing to inform: Dear Greenpeace letters (p11 PSG) Whale reports(p8 PSG) Writing to Entertain: Poetry (p27 PSG)
Grammar:	• use simple sentence structures. • capital letters for names, places, the days of the week and the personal pronoun 'I'. • finger spaces • full stops to end sentences.		• use simple sentence structures. • capital letters for names, places, the days of the week and the personal pronoun 'I'. • finger spaces • full stops to end sentences. • begin to form simple compound sentences. • use the joining word (conjunction) 'and' to link ideas and sentences. • Introduce past/present tense (-ed endings) • introduce noun and verb and adjectives		• use simple sentence structures. • capital letters for names, places, the days of the week and the personal pronoun 'I'. • finger spaces • full stops to end sentences. • begin to form simple compound sentences. • use the joining word (conjunction) 'and' to link ideas and sentences. • Introduce past/present tense (-ed endings) • introduce noun and verb and adjectives • begin to use question marks and exclamation marks.	
Phonics (Twinkl)	Revision of Level 2,3 & 4 sounds New Learning Y1 Phonics (Twinkl) Level 5 sounds • 'ay' saying /ai/ • 'oy' saying /oi/		New Learning Y1 Phonics (Twinkl) Level 5 sounds • 'ir' saying /er/ • 'ue' saying /yoo/ and /oo/ • 'ew' saying /yoo/ and /oo/ • 'y' saying /ee/		Revision for Phonic Screening New Learning Y1 Phonics (Twinkl) Level 5 sounds • ie' saying /ee/ • Adding -ed	

	• ‘ie’ saying /igh/ • ‘ea’ saying /ee/ • ‘a_e’ saying /ai/ • ‘i_e’ saying /igh/, • ‘o_e’ saying /oa/ • u_e’ saying /yoo/, • ‘e_e’ saying /ee/ • ‘ou’ saying /ow/ • long vowel sounds • ‘ch’ saying /c/, • ‘ch’ saying /sh/ Phonic and Spelling • Alphabet • Capital letters and lowercase letters • Handwriting families • (Digits 0-9) Y1 Common exception words	• ‘aw’ and ‘au’ saying /or/ • ow’ and ‘oe’ saying /oa/ • ‘wh’ saying /w/ • ‘g’ saying /j/ and ‘c’ saying /s/ • ‘ph’ saying /f/ • ‘ea’ saying /e/ Phonics and Spelling • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • Days of the week Y1 Common exception words	• Adding -s and -es • Adding -er and –est • ‘tch’ saying /ch/ • ‘ir’ saying /er/ • Adding -ing and -er • ‘are’ and ‘ear’ saying /air/ • Unspoken ‘e’ • ‘ore’ saying /or/ • Adding prefix un- Phonics and Spelling • the /v/ sound at the end of words where the letter ‘e’ usually needs to be added (e.g. have, live) • adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • To use the prefix un- correctly • Compound Words (e.g. dustbin, football) • Y1 Common exception words			
Spellings (Twinkl Phonics)	said, so have, like come, some were, there little, one	do, when what, could should, would want, their Mr, Mrs	love, your people, looked asked, called water, where who, why	thought, through work, house many, laughed because, different any, eye	friend, also please, once live, coming Monday, Tuesday Wednesday, brother	more, before January, February April, July scissors, castle beautiful, treasure
Reading						
	3x Weekly Whole Class GR (using Freds Teaching) 1 x weekly group GR (using Rhino Readers Level books) 1 x individual read with adult Daily Reading in Phonics lessons	3x Weekly Whole Class GR (using Freds Teaching) 1 x weekly group GR (using Rhino Readers Level books) 1 x individual read with adult Daily Reading in Phonics lessons	3x Weekly Whole Class GR (using Freds Teaching) 1 x weekly group GR (using Rhino Readers Level books) 1 x individual read with adult Daily Reading in Phonics lessons	3x Weekly Whole Class GR (using Freds Teaching) 1 x weekly group GR (using Rhino Readers Level books) 1 x individual read with adult Daily Reading in Phonics lessons	3x Weekly Whole Class GR (using Freds Teaching) 1 x weekly group GR (using Rhino Readers Level books) 1 x individual read with adult Daily Reading in Phonics lessons	3x Weekly Whole Class GR (using Freds Teaching) 1 x weekly group GR (using Rhino Readers Level books) 1 x individual read with adult Daily Reading in Phonics lessons

Class Book	<i>Traction Man</i> By Mini Grey <i>Supertato</i> By Sue Hendra and Paul Linnet	<i>The Owl Who Was Afraid Of The Dark</i> By Jill Tomlinson <i>Owl Babies</i> By Martin Waddell	<i>A Walk In London</i> By Salvatore Rubbino <i>Katie In London</i> By James Mayhew <i>The Queen's Hat</i> By Steve Antony	<i>Meesha Makes Friends</i> By Tom Percival <i>The Squirrels who Squabbled</i> By Rachel Bright	<i>Dear Greenpeace</i> By Simon James <i>Somebody Swallowed Stanley</i> By Sarah Roberts <i>The Magic Faraway Tree</i> By Enid Blyton Selection Of <i>Seasonal/Flower Poems</i>	
Science						
Topic	<i>Seasonal Changes</i>	<i>Animals, including humans – all about me</i>	<i>Materials - exploring</i>	<i>Materials - building</i>	<i>Plants</i>	<i>Animals, including humans – all about animals</i>
Key Facts	• Know there are four seasons • Know the changes that take place in Autumn • Know the changes that take place in Winter • Know the changes that take place in Spring • Know the changes that take place in Summer • Investigate how you can measure rainfall	• Name the basic parts of the human body • Learn about eyes and sight • Learn about ears and hearing • Explore the tongue and taste • Explore the sense of touch • Discover how your nose smells	• Identify and name a variety of everyday materials • Distinguish between an object and the material it is made from • Describe the properties of everyday materials • Identify objects that are natural and those that are manmade • Predict and identify if an object will float or sink • Explore which materials are best for different objects	• Build a structure strong enough to withstand wind • Build a waterproof structure • Understand the properties of glass and its uses • Understand that materials are used to create a variety of furniture • Explore a variety of fabrics and understand their different properties • Explain the uses of materials and why they are suitable	• Understand that seeds grow into plants • Identify the basic parts of a plant and tree • Understand that different plants can grow in the same environment • Know the difference between deciduous and evergreen trees • Know that fruit trees and vegetables are varieties of plants • Record the growth of a plant	• Discover animal families • Learn about the differences between mammals and birds • Learn about the differences between amphibians, reptiles and fish • Discover the types of food living things eat • Explore the difference between wild animals and pets • Explain the characteristics of an animal
Humanities						

HISTORY	HISTORY: How have real life superheroes changed the way we live today?	HISTORY: Are my toys the same as my Grandparents?	HISTORY: How did the Great Fire of London effect our houses now?	HISTORY: How am I making history?	HISTORY: Who are real life explorers?
Key Facts	● To know who Florence Nightingale was and how she changed nursing. ● To know who Mary Seacole was and how she changed nursing. ● To know who Rosa Parks was and what she wanted to change. ● To know who Edward Jenner was and how he cured smallpox.	● To describe a favourite toy. ● To know toys that grandparents played with. ● To know what toys were like in the past. ● To know what is similar and different about toys now and in the past. ● To know how teddy bears have changed over time ●	● To know what London was like in the 1660's. ● To know what the Great Fire of London was. ● To know how the Great Fire of London started. ● To know how the Great Fire of London spread. ● To know why the Great Fire of London spread so quickly.	● To know what a timeline is. ● To know how I have changed since I was a baby. ● To know what toys, I played with as a baby. ● To know what our teachers played with when they were a child. ● To know how transport has changed over time.	● To know what an explorer is. ● To know that explorers changed our world. ● To know that Ibn Battuta was the first explorer. ● To know who Christopher Columbus was and what he discovered. ● To know who Neil Armstrong was and his voyage to space.
GEOGRAPHY		GEOGRAPHY: How is it different to live in Canada ?			GEOGRAPHY: Where do we live? (<i>local area</i>)
Key Facts		● To know where Canada is. ● To know what Canada's landscape looks like. ● To know what a typical school day is			● To know what physical features I can find in Leonard Stanley. ● To know what human features I can find in Leonard Stanley. ● To know where I live. ● To know where our school is. ● To know where Copsegrove Farm is.

		like for a child in Canadian school. • To know what makes Canada special. • To know what the similarities and differences between Canada and the UK.				
PSHE						
Topic	Living in the Wider World: Aiming High	Health & Wellbeing: Think Positive	Relationships : TEAM	Relationships : VIPs	Health & Wellbeing: Safety First	Living in the Wider World: Diverse Britain
Key Facts	1. Star Qualities 2. Positive Learners 3. Bright Futures 4. Jobs For All 5. Going for Goals 6. Looking Forward Key Learning Facts: • Recognise what makes them special • Know how to manage when finding things difficult • Know that everyone has different strengths • Know different jobs that people do	1. Think Happy, Feel Happy 2. It's Your Choice 3. Go-Getters 4. Let It Out 5. Be Thankful 6. Be Mindful Key Learning Facts: • Describe how to deal with different feelings. • Identify positive and negative thoughts • Understand that choices affect how we feel	1. Together Everyone Achieves More 2. Listening 3. Being Kind 4. Bullying and Teasing 5. Brilliant Brains 6. Making Good Choices Key Learning Facts: • Describe different teams. • Know how to be a good listener • Know why it is important to be kind	1. Who Are Your VIPs? 2. Families 3. Friends 4. Falling Out 5. Working Together 6. Showing You Care Key Learning Facts: • Describe why people are special in their life • Describe why families are important • Describe what makes a good friend • Describe ways to	1. Keeping Safe 2. Staying Safe at Home 3. Staying Safe Outside 4. Staying Safe Around Strangers 5. Safe Secrets and Surprises 6. People Who Can Help Key Learning Facts: • Know how to stay safe. • Know who to go to if I need help	1. My School 2. My Community 3. My Neighbourhood 4. My Country 5. British People 6. What Makes Me Proud of Britain? Key Learning Facts: • Understand how I can help my school community. • Understand how to be a good neighbour • Describe what it is like to live in the British Isles.

	(people they know or in the community) • Understand feelings of change and loss	• Understand that resilience means trying again and not giving up. • Know strategies to cope with difficult feelings • Understand that being thankful is a type of positive thinking • Understand what the mind is.	• Understand unkind behaviour	help resolve arguments • Knows how to co-operate with others to achieve a task. • Describe how I can show my special people that I care about them and I understand why this is important.	• Know how to behave around strangers	• Explore how people living in the British Isles can be different and how they are the same
PE	Games – Twinkl Circuit Training Unit <i>Key learning:</i> • Move over or around an obstacle with control • Jump in different ways with control • Show control and balance when travelling along a pathway • Roll and bounce a ball with control • Combine skills to complete circuit activities independently	Gymnastics – Twinkl Animals Unit <i>Key learning:</i> • lift and carry apparatus safely • jump from two feet to two feet on and off apparatus • travel in different ways • jump into a wide, thin or curled shape; • roll in a curled or long, thin shape; • perform a movement sequence; • link actions with a movement to form a sequence.	Dance- BBC Let's Move: In the City and The Great Fire of London <i>Key learning:</i> • show control as they travel, jump and spin; • identify which part of a performance may need to be improved; • keep to the beat of the music when performing; • improvise independently and adapt previous ideas to include in a dance; • work effectively within a group to perform in canon;	Games – Twinkl Attacking and Defending <i>Key learning:</i> • Use space to score points in a team game. • Mark another player. • Defend the space between players. • Pass a ball to another player. • Get past a defender. • Use attacking and defending skills in a team game.	Pedal Bikes <i>Key learning:</i> • Check safety of bikes and fit helmets safely • Mount and dismount • Glide and balance • Setting the pedal • Pedal with control • Stop in a controlled way • Show awareness of obstacles • Turn and manoeuvre a bike • Speed up and slow down • Ride one handed	Swimming <i>Key learning:</i> • Develop confidence in the water. • Know how to stay safe in water. • Begin to swim in different ways (front crawl, backstroke and breaststroke). Athletics • Run relay races. • Jump in different ways – standing jump and long jump. • Throw underarm, overarm and fling throw.

	• Watch and evaluate a performance		• combine actions to create a short motif; • mirror the movements of a partner; • copy and repeat actions in time with the music; • describe the sequence of a barn dance; • shape their bodies appropriately to represent an object and respond to changes of speed; • suggest some ways to improve their movements.		• Dribble and kick a football. • Hit a ball with a racket.
Religious Education	What does it mean to belong to a faith community? • Understand what a community is. • Recognise that loving others is important in lots of communities. • Say what is good about being in a community • Understand what Jesus said about loving other people. • Recognise Christian symbols	What do Christians believe God is like? • Know what a parable is. • Understand that God is like a forgiving father (The Lost Son). • Retell the parable of The Lost Son. • Know why The Lost Son is important to Christians. • Know ways Christians show their belief that	Who is Jewish and how do they live? • Know that the Shema is a Jewish prayer. • Recite a line from the Shema. • Know what a mezuzah is and how a Jewish person would use one. • Know what day of the Creation story is remembered on Shabbat. • Explain things that happen on Shabbat. • Know what the story of David and Goliath teaches people about God. • Know how Jewish people celebrate Sukkot. • Know how Jewish people celebrate Hanukkah. • Know that praising and remembering is important to Jewish people.	Who do Christians say made the world? • Retell the Creation story. • Recognise that 'Creation' is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Know what Christians do to say thank you to God for the Creation.	How should we care for the world and others, and why does it matter? • Know a story that says that each person is unique and valuable. • Give an example of a key belief found in one of these stories. • Know ways that people show that they care for others, making links to stories.

	and what they mean. Explain what happens at a traditional Christian welcome ceremony (Baptism).	God is loving and forgiving. Know ways Christians ask for forgiveness and forgive others.		Ask questions about living in an amazing world.	- Know how Doctor Barnardo and Mother Teresa cared for others. - Know how and why Christians and Jews show care for the natural world. - Give reasons why everyone should care for others and look after the natural world.
Art & Design	Drawing: Superhero Backgrounds – colour Artist: Andy Warhol- Pop Art <u>Key learning:</u> - Sketch a self-portrait and colour using pencils (sketchbooks). - Explore colour and shades. - Use colour to create a superhero background - Explore and compare portraits of Andy Warhol (Pop Art) with	Drawing: Starry night Artist: Van Gogh <u>Key learning:</u> - Poppy Pop Art using colour. - Explore Van Gogh's Starry night. - Looking at colour, pattern, shape and space, use pastels, chalks and crayons to create firework pictures.	Textile House Pictures Artist: Janet Bolton Painting – Fire pictures <u>Key learning:</u> - Use paint and colour to create and make Mother's Day Cards. - Explore materials for touch, colour and shape. - Create textile houses in style of Jane Bolton - Use paint creatively to make fire pictures (add houses with black paper). (GFOL day)	Drawing: using Circles, create Snail pictures Artist: Molly Haslund <u>Key learning:</u> - Use painting and drawing to create family portraits. - Explore circles using chalks and crayons. - Create snail drawings in style of Molly Haslund	Painting: Sunflower Paintings Sculpture: Clay sunflower bowls Artist: Van Gogh Sunflowers <u>Key learning:</u> - Using drawing to create pictures of the outside world that we can see including flowers (RE Link) - Explore Van Gogh use of colour – particularly yellow - Linked to famous artist Van Gogh, use thick paint and colour to create paintings of Van Gogh's Sunflowers. - Using clay sculpture to create sunflower bowls

	their use of colour.		Create fire jars using coloured tissue paper (GFOL day)		
DT	<i>(Superhero Day)</i> Superhero Vehicles - Create superhero vehicles using junk modelling. Share models with the class. Fruit Rockets - Discuss healthy and not healthy foods. - Create own fruit rocket.		Design, make and evaluate Moving Bus (Twinkl) - Explore and evaluate existing products (cars, lorries, bikes etc). - Design a bus (based on design criteria). - Choose from a range of materials and equipment. - Make own bus. - Evaluate their product against the design criteria.	<i>(with English instructions)</i> Fruit Pizzas. - Design a fruit pizza (based on design criteria). - Choose from a range of ingredients. - Evaluate their product	Design, make and evaluate dips and dippers (Twinkl) - Explore and evaluate existing products (food tasting). - Design a dip (based on design criteria). - Choose from a range of ingredients. - Use tools safely to prepare food. - Evaluate their product against the design criteria.
Music	SAMBA DRUMS Key learning: - Recognise pulse, rhythm and pitch in different styles of music. - Use tuned and untuned instruments to make short/long, loud/quiet and quick/slow sounds. - Create, select and combine sounds alongside songs.	Charanga – Hey you Key learning: - Listen to and comment on live and recorded music (Charanga). - Learn about the differences between pulse, rhythm and pitch - Learn to sing, play, improvise and compose	Charanga – In the Groove Key learning: - Listen to and comment on live and recorded music (Charanga). - Use tuned and untuned instruments to make short/long, loud/quiet and quick/slow sounds. - Create, select and combine sounds alongside songs.	Charanga – Your Imagination Key learning points: - Listen to and comment on live and recorded music (Charanga). - Recognise pulse, rhythm and pitch in different styles of music. - Use tuned and untuned instruments to make short/long,	Outside World Music Key learning: - Learn songs about creation ‘All things bright and beautiful’ (RE) - Learn environment songs linked to topic and English ‘I love the flowers’ ‘Recycle’. - Create instruments using outdoor materials.

				loud/quiet and quick/slow sounds. • Create, select and combine sounds alongside songs.	• Create select and combine sounds to compose a song. • Listen to and appraise the song they and others have performed.
Computing	E-Safety – Smartie the Penguin Twinkl – Plan it Word Processing • Type with two hands. • Use shift, space and enter correctly. • Use undo and redo. • Make text bold, italic or underline. • Save their work in their folder. • Edit text using backspace, delete and the arrow keys. • Format the font. • Select single words.	Twinkl – Plan it Painting • Paint with different colours. • Paint with different brushes. • Create shapes. • Save their paintings in their folder. • Fill an area with a colour. • Undo and redo. • Add text.	Twinkl - Scratch Junior • open the ScratchJr app and start a new project; • add new characters and backgrounds; • use blocks for movement in different directions; • create short sets of sequenced instructions. • use different end blocks, including repeat forever; • change the size of characters to grow or shrink; • hide and show characters with an instruction block; • program two or more characters with instructions at the same time	Twinkl -Bebots • create step-by-step instructions using pictures; • write and follow detailed step-by-step instructions; • direct a Bee-Bot to a toy; • program a Bee-Bot, one instruction at a time, • using the arrow buttons. • say what an algorithm is; • say why it is important to be precise when writing an algorithm; • check their work for mistakes (debug); • program a Bee-Bot using the arrow buttons; • start their programming sequence again if they need to; • check their work for mistakes to debug a program; • plan and check an algorithm	