

Abbey Primary School - Yearly Overviews Y1

| Year Planning Overview | Autumn Term | Spring Term | Summer Term |
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| <p>English (including Grammar) - Hamilton (as a starting point)</p> <p><u>Other areas not explicitly covered by Hamilton Trust - need to be covered during the year when relevant:</u></p> <ul style="list-style-type: none"> Name of the letters of the alphabet as well as the sounds. Pluralisation of words +s/es Forming digits 0-9 (handwriting) <ul style="list-style-type: none"> Common exception words <ul style="list-style-type: none"> Prefix un Days of the week Joining sentences using 'and' Discussing word meanings, linking new meanings to words already known. | <p>Stories with familiar settings Spaces between words Capital letters for the names of people, places, days of the week etc</p> <p>Labels, lists and signs Spaces between words Capital letters for the names of people, places, days of the week etc</p> <p>Songs and repetitive poems Spaces between words Capital letters for the names of people, places, days of the week etc</p> | <p>Stories with repeating patterns Begin to write in complete sentences. Begin to punctuate sentences.</p> <p>Instructions Begin to write complete sentences. Use capital letters at the start of a sentence and a full stop, exclamation or question mark at the end.</p> <p>Poems about the senses Begin to punctuate sentences correctly.</p> | <p>Fairy Stories and Traditional Tales Join words and join clauses using 'and' Leave spaces between words Punctuate sentences with a capital letter and a full stop.</p> <p>Letters Begin to write complete sentences. Use capital letters at the start of a sentence and a full stop, exclamation or question mark at the end. Identify and distinguish statements, questions and exclamations.</p> <p>Poems about nature Begin to punctuate sentences correctly.</p> |
| | <p>Stories with repeating patterns Write, leaving spaces between words Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>Information texts Write, leaving spaces between words Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.</p> <p>Poems with Pattern & Rhyme Spaces between words Capital letters for the names of people, places, days of the week etc</p> | <p>Traditional Tales Using full stops and capitals to demarcate sentences.</p> <p>Information Texts Write, leaving spaces between words. Capital letters for the names of people, places, days of the week etc</p> <p>Humorous Poems Write, leaving spaces between words. Capital letters for the names of people, places, days of the week etc</p> | <p>Fantasy Use capital letters for proper nouns. Leave space between words. Use full stops and capital letters to demarcate sentences.</p> <p>Information Texts Write, leaving spaces between words Punctuate questions with question marks and sentences with full stops and exclamation marks.</p> <p>Traditional Poems Write proper names using capital letters. Punctuate sentences using full stops, question and exclamation marks.</p> |
| <p>Maths</p> | <p>Saying numbers step Steps 3,4 Reading numbers Steps 3,4 CORE numbers Step 1 Counting skills Revision Actual counting Revision Counting On Revision Counting multiples Step 2 Learn It's Steps 1-3 1+1=2 2+2=4 3+3=6 4+4=8 5+5=10 1+2=3 2+3=5 Saying multiples of 10. Represent and use number bonds and related subtraction facts within 20.</p> | <p>Saying numbers Step 4 Reading numbers Step 5 CORE numbers Step 1 CORE numbers Step 1 Counting Multiples Counting Multiples Learn It's Steps 5 (adding 2) 4+2=6 5+2=7 6+2=8 7+2=9 9+2=11 Say multiples of 5 Say multiples of 10 Represent and use number bonds and related subtraction facts within 20.</p> | <p>Saying numbers step 5 Reading numbers step 5 Squiggleworth step 1 Squiggleworth step 1 CORE numbers step 2 CORE numbers step 2 Counting multiples Learn It facts step 6 doubles 6+6=12 7+7=14 8+8=16 9+9=18 Saying multiples of 5 Represent and use number bonds and related subtraction facts within 20.</p> |

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| | <p>Pim the Alien Step 1 Pim the Alien Doubling Step 1 Doubling Step 1 Jigsaw numbers Step 1 Jigsaw numbers Step 1 Jigsaw numbers Step 1 Count to and across 100, forwards and back, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals Identify one more and one less Identify and represent numbers using objects and pictorial representation</p> <p>Addition Step 5 I can add numbers of objects to 10 Addition Step 5 I can add numbers of objects to 10 Compare, describe and solve practical problems for lengths and heights. Measure and begin to record lengths and heights.</p> | <p>Pim the Alien Step 1 Doubling Step 2 Doubling Step 2 Halving Step 1 Halving Step 1 Jigsaw numbers Step 1 Read and write numbers from 1 to 20 in numerals and words. Count in multiples of fives and tens Represent numbers on a number line Use the language more than, less than, fewer, most least.</p> <p>Addition Step 6 read a number sentence Addition Step 7 arrange a number sentence Addition Step 8 solve a number sentence Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Subtraction step 6 read a subtraction number sentence Subtraction step 7 arrange a subtraction sentence Subtraction step 8 solve a number sentence Subtraction step 9 solve subtraction on a number line</p> <p>Describe position, directions and movements, including whole, half, quarter and three quarter turns</p> | <p>Fact Families step 1 Fact Families step 1 Jigsaw numbers step 1 Jigsaw numbers step 1 Doubling step 2 Halving step 1 Halving step 1 Addition step 9 solve addition on a number line Addition step 10 add 1 to a number up to 20 Addition step 11 add 2 or 3 to a number up to 20 Addition step 12 add 1d number to a number to 20 Add one-digit and two-digit numbers to 20 including 0.</p> <p>Subtraction step 10 take 1 from a number to 20 Subtraction step 11 take 2 or 3 from a number 20 Subtraction step 12 take a 1d number from a number to 20. Subtract one-digit and two-digit numbers to 20 including 0.</p> <p>Compare, describe and solve problems for capacity and volume Measure and begin to record capacity and volume</p> <p>Compare, describe and solve problems for time Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clock face to show the times.</p> <p>Multiplication Step 5 Draw out groups of dots Multiplication Step 6 Find the total amounts of dots Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representation and arrays with the support of the teacher.</p> |
| | <p>Saying numbers Step 3,4 Reading numbers Steps 3,4 CORE numbers Step 1 CORE numbers Step 1 CORE numbers Step 1 CORE numbers Step 1 Counting Multiples Step 2 Learn It facts step 4 9+1=10 5+5 =10 2+8=10 3+7=10 4+6=10 Say multiples of 5 1 to 5 Say multiples of 5 1 to 10 Represent and use number bonds and related subtraction facts within 20. Pim the Alien Step 1 Doubling Step 1 Doubling Step 1 Doubling Step 1 Jigsaw numbers Step 1 Jigsaw numbers Step 1 Jigsaw numbers Step 1 Recognise and know the value of different</p> | <p>Saying numbers step 4 Reading numbers step 5 CORE numbers step 1 CORE number step 1 Counting multiples step 2 Learn It facts step 5(adding 3) 4+3=7 5+3=8 6+3=9 Represent and use number bonds and related subtraction facts within 20. Doubling step 2 Halving step 1 Halving step 1 Jigsaw numbers step 1</p> | <p>Count Fourways 1s,10s,2s,25s Count Fourways 1s,10s,2s,25s CORE numbers Step 2 Squiggleworth Step 1</p> |

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| | <p>denominations of coins and notes</p> <p>Sequence events into chronological order using language (for example before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</p> <p>Recognise and name common 2D shapes including (for example rectangles, including squares, circles and triangles)</p> <p>Subtraction Step 5 Take away numbers of objects to 10 Subtraction Step 5 Take away numbers of objects to 10</p> <p>Multiplication Step 3 Set out groups of blocks when they play Step 4 Find the total amount of blocks</p> <p>Division Step 5 Share 6,9,12 or 15 objects between 3 people.</p> | <p>Jigsaw numbers step 1 Compare, describe and solve practical problems.</p> <p>Measure and record mass/weight Recognise and use language relating to dates including days of the week, weeks, months and years.</p> <p>Recognise find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Division step 6 share 6,9,12 or 15 objects into 3</p> <p>Multiplication step 4 find the total amount of blocks</p> | <p>Saying numbers Step 5 Counting multiples step 3 Learn It facts step 6 doubles $6+6=12$ $7+7=14$ $8+8=16$ $9+9=18$ Saying multiples of 5 Represent and use number bonds and related subtraction facts within 20. Doubling Step 2 Halving Step 1 Jigsaw numbers Step 1 Jigsaw numbers Step 1 Fact Families Step 1 Fact Families Step 1 Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations and missing number problems such as $7=$ -9</p> <p>Division Steps 7-11 Grouping objects Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representation and arrays with the support of the teacher.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Recognise and name common 3D shapes for example cuboids (including cubes) pyramids and spheres</p> |
| <p>Science (Hamilton - as a starting point)</p> | <p>-Everyday Materials</p> | <p>-Seasonal Changes -Plants</p> | <p>-Animals including humans -Revision</p> |

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| Computing (Switched on ICT) | -We are treasure hunters -We are TV chefs | -We are painters -We are collectors | -We are storytellers -We are celebrating |
| Physical Education | | | |
| Music (Taught by Music Specialist) | | | |
| PSHE | Health and Wellbeing including staying safe and SRE | Relationships including bullying | Living in the Wider World including economic well being |
| RE | -Birth and New Life -The Story of Christmas | -Love and Partners -Easter | -Cycles of the Year -Cycles of Life |
| I.L. | Cycle 1 Title: Into the woods Cycle 2 Title: Fire and Ice | Turrets and Tiaras Jolly Journeys | Splish, Splash, Splosh Africa |
| History | Cycle 1: | Cycle 1: | Cycle 1: |
| | Cycle 2: | Cycle 2: | Cycle 2: |
| Geography | Cycle 1: | Cycle 1: | Cycle 1: |

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| | Cycle 2: | Cycle 2: | Cycle 2: |
| D. T. | Cycle 1: | Cycle 1: | Cycle 1: |
| | Cycle 2: | Cycle 2: | Cycle 2: |
| Art | Cycle 1: | Cycle 1: | Cycle 1: |
| | Cycle 2: | Cycle 2: | Cycle 2: |