

# YEAR 1 Topic Overview

## Year 1: The Animal Kingdom

<b>ENGLISH:</b> Handas surprise T4W      Letters to link school in Kenya      Re-writing a familiar fairy tale Animal fact files      Descriptive writing about habitats			<b>ART:</b> <ul style="list-style-type: none"> <li>Using printing tools to make an animal print pattern.</li> <li>Using a variety of collage materials.</li> <li>Making an animal model using clay and adding texture to my models using tools.</li> </ul> Animal drawings, jungle shoebox scene Artist study - Olga Shvartsur		<b>DESIGN &amp; TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>I can make a product that moves using a turning mechanism</li> <li>I can explore how moving objects work.</li> <li>I can make a product from textiles.</li> <li>I can talk about my own and others' work.</li> </ul> Make bug houses.
<b>MATHS:</b> <div> <div> <b>Mathematics</b>  <b>Number and calculation</b> <ul style="list-style-type: none"> <li>Count to/across 100</li> <li>comparison e.g. heavier, taller, full,</li> <li>Count in 1s/2s/5s/10s</li> <li>capacity and weight</li> <li>Identify "one more/less"</li> <li>Read and write numbers to 20</li> <li>Use language "more than" "most"</li> <li>Use + - = symbols</li> <li>week, months and years</li> <li>Know number bonds to 20</li> <li>shapes</li> <li>Add and subtract 1 and 2 digit numbers to 20</li> <li>Solve one step problems including simple arrays including turns</li> </ul> </div> <div> <b>Geometry and measure</b> <ul style="list-style-type: none"> <li>* use common vocab for</li> <li>* begin to measure, length</li> <li>* recognise coins and notes</li> <li>* use time and ordering vocab</li> <li>* tell the time to hour/ half hour</li> <li>* use language of days of the</li> <li>* recognise and name 2-d/3-d shapes</li> <li>* order and arrange objects</li> <li>* describe position and movement,</li> </ul> </div> </div> <b>Fractions</b> Recognise and use $\frac{1}{2}$ and $\frac{1}{4}$			<b>SCIENCE:</b> <b>Science</b> I can identify and name a range of common - fish, amphibians, reptiles, birds and mammals. I can identify a variety of animals that are carnivores, herbivores, and omnivores.		<b>HISTORY:</b> <b>Key Events</b> 25 <sup>th</sup> January Burns Night 14 <sup>th</sup> February St Valentine's Day
<b>PSHE/THRIVE:</b> Jigsaw - emotions			<b>VISITS &amp; ENRICHMENT:</b> Walk around the local area, bug walk. Forest school		<b>COMPUTING:</b> Learning to access a PC by logging on and loading up 1 program.
<b>PHYSICAL EDUCATION:</b> Dance Exploring and showing rhythm. Choosing the best movements to show different ideas. Putting moves together to make a short dance.			<b>MUSIC:</b> Charanga <b>RE:</b> PPA Cover		<b>GLOBAL CITIZENSHIP-</b> - What reasons does this animal have for living here? - Do we have the right to eat anything we want? - Ocean pollution - linked to the book, 'Jessie the Jellyfish'. <b>IMPACT DAY</b> Dress as your favourite animal.