

Dorchester Primary School Year One Overview

	Autumn 1 Digging for dinosaurs What were dinosaurs like?	Autumn 2 Where in the world? (our home; the UK) What is it like in London?	Spring 1 Commotion in the Ocean How can we help animals under the sea?	Spring 2 Kings, Queens and Castles What was life in castles like?	Summer 1 Marvellous Mexico How does life in Tocuaro compare to life in the UK?	Summer 2 Seaside Holidays Then and Now How have seaside holidays in the UK changed over time?
English	<p><i>Harry and the bucketful of dinosaurs</i> <i>Dinosaurs non-fiction book</i> <u>Purpose: Writing to entertain</u></p> <ul style="list-style-type: none"> Simple sentences to retell a story Simple sentences describing dinosaurs information text Capital letters, finger spaces, full stops 	<p><i>Paddington</i> <i>The Queen's hat</i> <i>Little Tree</i> <u>Purpose: Writing to entertain</u></p> <ul style="list-style-type: none"> Information text about landmarks Retell a story Capital letters, finger spaces, full stops Adjectives 	<p><i>Duffy's Lucky Escape</i> <i>Commotion in the Ocean</i> <i>Barry the fish with fingers</i> <u>Purpose: Writing to entertain</u></p> <ul style="list-style-type: none"> Writing letters Character descriptions Retell a story question marks, exclamation marks using and 	<p><i>The Deep Dark Wood</i> <i>The True Story of The 3 Little Pigs</i> <u>Purpose: Writing to Inform</u></p> <ul style="list-style-type: none"> Retell a story Writing instructions - Knight to use a Ipad Using and Question marks, exclamation marks Using and 	<p><i>Rumble in the Jungle</i> <i>Monkey puzzle</i> <i>The runaway piggy / El cochinito fugitivo</i> <u>Purpose: Writing to Inform</u></p> <ul style="list-style-type: none"> Information text about animals Rhyming Retell a story - Star write Using prefixes and suffixes Writing plurals 	<p><i>The Lighthouse Keeper's Lunch</i> <i>The Lighthouse Keeper's Mystery</i> <i>At the Beach</i> <u>Purpose: Writing to Inform</u></p> <ul style="list-style-type: none"> Retell a story Using prefixes and suffixes Writing plurals
Maths	<p>Numbers to 10</p> <ul style="list-style-type: none"> counting forwards, backwards comparing numbers using a numberline Partitioning 	<p>Numbers to 20</p> <ul style="list-style-type: none"> number bonds addition subtraction <p>Shape</p> <ul style="list-style-type: none"> identify 2D and 3D shapes 	<p>Addition and subtraction to 20</p> <ul style="list-style-type: none"> Solve word problems Compare number sentences <p>Place Value to 50</p> <ul style="list-style-type: none"> Partitioning Place value comparing numbers 	<p>Place value to 50</p> <ul style="list-style-type: none"> Partitioning Place value comparing numbers counting in 2s, 5s and 10s <p>Measuring length, weight and volume</p> <ul style="list-style-type: none"> comparing using non-standard units 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> counting in 2s, 5s and 10s making and adding equal groups Sharing into equal groups Arrays Making doubles <p>Fractions</p> <ul style="list-style-type: none"> Finding halves Finding quarters 	<p>Place value to 100</p> <ul style="list-style-type: none"> Counting to 100 Partitioning numbers Number bonds <p>Money</p> <ul style="list-style-type: none"> recognising coins and notes counting money <p>Time</p> <ul style="list-style-type: none"> Using a calendar Telling time to the hour and half past <p>Position and direction</p> <ul style="list-style-type: none"> Describing turns Describing positions
Science	<p>Animals Including Humans</p> <p>Can you name and describe some common animals?</p> <p>How are some animals the same and different?</p> <p>What do animals eat? Does that make them herbivore, carnivore or omnivore?</p> <p>How many parts of the human body can you name? What are their uses?</p>	<p>Animals Including Humans</p> <p>Do similar animals live in similar places?</p> <p>Where do woodlice live and why?</p> <p>What materials work best for clearing a pet animal's mess and why?</p> <p>Why are some animals suitable as pets and others aren't?</p>	<p>Everyday Materials</p> <p>What materials can we find?</p> <p>What are the properties of different materials?</p> <p>What are the properties of metals?</p> <p>What criteria can you sort materials by?</p> <p>Which material is best for building a house and why?</p>	<p>Everyday Materials</p> <p>How can we test which material would be best to repair a torn umbrella?</p> <p>Which material is best for fixing a torn umbrella and why?</p> <p>What happens to ice when it melts?</p> <p>How can you make ice melt quickly?</p>	<p>Seasonal Changes</p> <p>What are the different weather forecasts and how could we record them?</p> <p>What is the weather like in the summer?</p> <p>How does the day length change throughout seasons?</p> <p>How can we measure rainfall? Would it be the same throughout the year?</p>	<p>Plants</p> <p>What plants are growing in our school?</p> <p>What do we need to grow a plant? (2 lessons)</p> <p>How does pollen help make new plants?</p> <p>What's inside a flower?</p> <p>What's inside a tree?</p>

	<p>Can you name the five senses and perform simple tests to find out more about them?</p> <p>Can you sort animals according to a criteria?</p>	<p>What do pets need to stay happy and healthy?</p> <p>What makes a good pet?</p>	<p>Which other materials could be used to build a house for the three little pigs and why?</p>	<p>What happens to puddles over time? (2 lessons)</p>	<p>How can we investigate wind direction?</p> <p>How does the temperature change through the seasons?</p>	
Computing	<p>Computer Science Beebots - Using programmable toys</p> <p>Expectations Understand that a programmable toy can be controlled by inputting a sequence of instructions. Develop and record sequences of instructions as an algorithm program the toy to follow their algorithm. Debug their programs. Predict how their programs will work.</p> <p>Digital Literacy Health, Well-being and Lifestyle</p> <ul style="list-style-type: none"> • Explain rules to keep us safe when using technology • Explain why rules keep us safe 	<p>Information Technology Create an ebook - Google slides</p> <p>Expectations Use the web safely to find ideas for an illustration. Select and use appropriate painting tools to create and change images on the computer. Understand how this use of ICT differs from using paint and paper. Create an illustration for a particular purpose. Know how to save, retrieve and change their work. Reflect on their work and act on feedback received.</p> <p>Digital Literacy Self-Image and Identity</p> <ul style="list-style-type: none"> • Recognise that people online might make me feel upset • If something happens that make me upset I know who to tell 	<p>Computer Science Programming a Sprite</p> <p>Expectations Understand that a sprite can be moved using movement blocks. Create a travel algorithm. Translate their own symbol algorithms into code blocks. Understand how to use the repeat loop to repeat a move. Add additional digital content, including music and backgrounds.</p> <p>Digital Literacy Online Relationships</p> <ul style="list-style-type: none"> • Use the Internet to communicate with people I know • Explain why it is important to be kind online • Give examples of when I should ask permission to do something online and why 	<p>Information Technology Use Googledocs – create digital card</p> <p>Expectations Develop basic keyboard skills, through typing and formatting text develop basic mouse skills Use the web to find and select images Develop skills in storing and retrieving files Develop skills in combining text and images Discuss their work and think about whether it could be improved.</p> <p>Digital Literacy Online Reputation</p> <ul style="list-style-type: none"> • Recognise that information can stay online <p>Online Bullying</p> <ul style="list-style-type: none"> • Describe how to behave online in ways that don't upset others • Explain why it is important to be kind online 	<p>Computer Science Turning algorithms into code</p> <p>Expectations Plan what they want their sprite to say. Add photos to sprites. Change the appearance of sprites. Convert text algorithm into Scratch Jnr code. Create backgrounds Program movements using block codes</p> <p>Digital Literacy Manage Information Online</p> <ul style="list-style-type: none"> • Know how to find information online • Understand that we might find things we don't like online • Know how to get help from a trusted adult 	<p>Information Technology Create a presentation - slides</p> <p>Expectations Find and use pictures on the web know what to do if they encounter pictures that cause concern Group images on the basis of a binary (yes/no) question Organise images into more than two groups according to clear rules Sort (order) images according to some criteria and ask and answer binary (yes/no) questions about their images</p> <p>Digital Literacy Privacy and Security</p> <ul style="list-style-type: none"> • Recognise information that is important to me • Explain how passwords can protect information and devices • Explain why I ask a trusted adult before sharing information online <p>Copyright and Ownership</p> <ul style="list-style-type: none"> • Explain why work I create belongs to me • Save work so people know it belongs to me • Understand that if I copy others' work it doesn't belong to me
Art		<p>Drawing - Make your Mark</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. • Use sketchbooks to explore ideas in an open-ended way. • Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. 		<p>Sculpture and 3D - Paper Play</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. • Use sketchbooks to explore ideas in an open-ended way. • Use their hands to manipulate a range of modelling materials, including paper and card.. 		<p>Painting and Mixed Media - Colour Splash</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. • Use sketchbooks to explore ideas in an open-ended way. • Experiment with paint, using a wide variety of tools (eg

		<p>Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.</p> <ul style="list-style-type: none"> • Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. • Describe and compare features of their own and other's art work. 		<p>Explore how to join and fix materials in place. Create 3D forms to make things from their imagination or recreate things they have seen.</p> <ul style="list-style-type: none"> • Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. • Describe and compare features of their own and other's art work. 		<p>brushes, sponges, fingers) to apply paint to a range of different surfaces. Begin to explore colour mixing. Play with combinations of materials to create simple collage effects. Select materials based on their properties, eg shiny, soft.</p> <ul style="list-style-type: none"> • Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. • Describe and compare features of their own and other's art work.
DT	<p>Structures: Constructing a Windmill</p> <p>Skills</p> <ul style="list-style-type: none"> • Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design. • Making stable structures from card, tape and glue . • Learning how to turn 2D nets into 3D structures. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements. <p>Knowledge</p> <ul style="list-style-type: none"> • To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that 		<p>Textiles: Puppets</p> <p>Skills</p> <p>Using a template to create a design for a puppet.</p> <ul style="list-style-type: none"> • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing the steps taken during construction. • Reflecting on a finished product, explaining likes and dislikes. <p>Knowledge</p> <ul style="list-style-type: none"> • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples. glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look. 		<p>Fruit and Vegetables</p> <p>Skills</p> <ul style="list-style-type: none"> • Designing smoothie carton packaging by-hand or on ICT software. • Chopping fruit and vegetables safely to make a smoothie. • Identifying if a food is a fruit or a vegetable. • Learning where and how fruits and vegetables grow • Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. <p>Knowledge</p> <ul style="list-style-type: none"> • Understanding the difference between fruits and vegetables. • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber). 	

	<p>different structures are used for different purposes.</p> <ul style="list-style-type: none"> • To know that a structure is something that has been made and put together. • To know that a client is the person I am designing for. • To know that design criteria is a list of points to ensure the product meets the clients needs and wants. • To know that a windmill harnesses the power of wind for a purpose like grinding grain, pumping water or generating electricity. • To know that windmill turbines use wind to turn and make the machines inside work. • To know that a windmill is a structure with sails that are moved by the wind. • To know the three main parts of a windmill are the turbine, axle and structure. 					
History	<p>How do we know that dinosaurs existed?</p> <p>Who is Mary Anning and did she influence our knowledge of dinosaurs?</p> <p>How did dinosaurs change over the years?</p> <p>What are the similarities and differences between dinosaurs?</p> <p>Where did dinosaurs live and what did they need to survive?</p> <p>How did historians find out the diet of dinosaurs?</p>			<p>What did the first castles look like?</p> <p>What are the main parts of a castle?</p> <p>How have castles changed over time?</p> <p>What was life like in a castle?</p> <p>What are castles used for now?</p> <p>What events happened at the castle?</p>		<p>What are the features of a seaside holiday?</p> <p>How do we know what holidays were like 100 years ago?</p> <p>When and how did seaside holidays become popular?</p> <p>What did people do at the seaside 100 years ago?</p> <p>How have seaside holidays changed over the years?</p> <p>What are the similarities and differences between seaside holidays now and 100 years ago?</p>
Geography		<p>Where in the World?</p> <p>What are the countries that make up the UK, and what are some of their unique features?</p> <p>What seasons do we have in the UK and how is our climate changing?</p>	<p>Maps</p> <p>What are the seas that surround the UK?</p> <p>Where are the 5 oceans on earth in relation to each other?</p> <p>Where are the North and South Poles in relation to the Equator and how are their climates different?</p>		<p>Maps</p> <p>What are the names of the continents and where are they in relation to the oceans?</p> <p>Where is Mexico located within North America?</p> <p>Where is Mexico in relation to the Equator and how does this impact its climate?</p>	

		<p>What features can you identify on the map and why are they used?</p> <p>What human and physical features are on the school grounds and how can they be improved?</p> <p>What key symbols can you include on your map and why?</p>	<p>Where is the Atlantic Ocean and what are its physical features?</p> <p>Where is the Pacific Ocean and how is it different from the Atlantic?</p> <p>How has climate change impacted the oceans?</p>		<p>What are the human and physical features of Tocuaro?</p> <p>How is life in Tocuaro different from life in WP and why?</p> <p>How do the physical and human features of Tocuaro, in Mexico compare to WP?</p>	
Music	<p><u>Introducing Beat</u></p> <p>How can we make friends when we sing together?</p> <p>How can we use our listening skills when performing?</p> <p>What is the beat? What is the pulse?</p> <p>How is the pulse different to the rhythm?</p>	<p><u>Adding Rhythm and Pitch</u></p> <p>How does music tell stories about the past?</p> <p>What story does the piece of music tell?</p> <p>What is rhythm?</p> <p>What is Pitch?</p> <p>How can we find the pulse in the music?</p>	<p><u>Introducing Tempo and Dynamics</u></p> <p>How does music make the world a better place?</p> <p>How can you improve your performing skills?</p> <p>What is in the music that we like? What do we not like?</p> <p>What is tempo?</p> <p>What are dynamics?</p> <p>How do these affect the piece of music when we listen to it?</p> <p>How do they affect the music when we perform it?</p>	<p><u>Combining Pulse, Rhythm and Pitch</u></p> <p>How does music help us to understand our neighbours?</p> <p>What repeating patterns can you hear in rhythm?</p> <p>How can we use these skills to compose a piece of music?</p> <p>What difficulties did we encounter when we combined pulse, rhythm and pitch when we performed?</p>	<p><u>Having Fun with Improvising</u></p> <p>What songs can we sing to help us through the day?</p> <p>What do you like about different musical styles?</p> <p>What is improvisation?</p> <p>How is improvisation different to what we have learned so far?</p>	<p><u>Explore Sound and Create a Story</u></p> <p>How does music teach us about looking after the planet?</p> <p>What songs/music do you know about nature?</p> <p>How can music tell a story?</p> <p>Where can we collect sounds to use in our music?</p> <p>How does nature represent rhythms, pitch and pulse?</p>
PE	<p><u>Real Dance</u> -</p> <p>personal skills including trying several times, asking for help and following instructions.</p> <p><u>PE</u> - Throwing and Catching</p> <p>What is the difference between an underarm and an overarm throw?</p> <p>What do you need to do to be successful when you're picking up a ball that is rolling?</p> <p>What can you do to help your partner catch a ball that you have thrown?</p> <p>What can you do when you're aiming at a target to be accurate?</p>	<p><u>Real PE</u></p> <p>- physical skills including performing a range of skills and performing sequences.</p> <p>Shape - creating different shapes on different levels of apparatus.</p> <p>Travel - travelling on different levels of apparatus and varying speeds.</p> <p><u>PE</u> - OAA</p> <p>What makes someone a good partner to work with?</p> <p>Can you describe to someone else something they have done well in the lesson?</p> <p>How do rules help games/challenges to be fair?</p> <p>Why is it important to encourage other people in what they're doing?</p>	<p><u>Real Gym</u></p> <p>creative skills including exploring and describing different movements and comparing them to those of others.</p> <p>Flight - create different ways of moving and changing shape during flight.</p> <p>Rotation - Rotating through rolls and during flight on different levels of apparatus.</p> <p><u>PE</u> - Football</p> <p>What is important when passing to a team mate?</p> <p>When dribbling or passing what can you do with your eyes to help?</p> <p>What are the surfaces of the foot? Which is the biggest? Which is the smallest?</p> <p>What makes a successful dribble?</p>	<p><u>Real PE</u></p> <p>- health and fitness skills including using equipment safely and being aware of the changes on the body when exercising.</p> <p>Agility - chasing a ball when rolled from different starting positions.</p> <p>Static balance - maintaining control when completing a range of different balances</p> <p><u>PE</u> - Athletics</p> <p>How do we use our body to stay balanced?</p> <p>Which jump do you find easiest/hardest? Why?</p> <p>What different ways can we throw?</p> <p>How do we use our body differently to do these?</p> <p>What is a Personal Best?</p> <p>Why is it good to try to improve your PB?</p>	<p><u>Real PE</u> -</p> <p>cognitive skills including following instructions and analysing and comparing performances.</p> <p>Dynamic balances - maintain balances when travelling on a line.</p> <p>Static balance - maintaining balance on a range of apparatus</p> <p><u>PE</u> - Striking and Fielding</p> <p>Where will you try to throw/hit the ball during a game?</p> <p>How can you work as a team with your partner when you are fielding?</p> <p>What is it important to do when you are trying to hit a ball?</p> <p>What can you do when you're aiming at a target/space to be accurate?</p>	<p><u>Real PE</u> -</p> <p>social skills including working sensibly with each other and helping and praising other children.</p> <p>Dynamic balance to agility - maintaining balance when jumping and landing.</p> <p>Static balance - maintaining a variety of balances in a seated position.</p> <p><u>PE</u> - Athletics</p> <p>What parts of our body do we use to run?</p> <p>What can you do to help yourself run faster?</p> <p>How does a 'good sport' behave?</p> <p>Do you think you are a good sport? Why? What do you do?</p>

PSHE	<u>Me and my body</u> How can we communicate our feelings? Why is it important to like yourself? How can we live a balanced life? How can we make choices about the food we eat? What does privacy mean? What should we keep private, and why?	<u>Me and my friends</u> Why is it important to tell the truth? What secrets should we keep and when should we tell an adult? How can we keep ourselves safe? What does positive and negative behaviour look like? How are we unique? What is the difference between bullying and teasing? What should we do when someone is being unkind?	<u>Me and my community</u> Who is in my family? Who is in your family? How is your friend different from you? How are you the same? How do you contribute to the school community? What do my rights mean? How can we be fair? Who can help me?	<u>Me and my body</u> What makes me happy? How can I keep myself healthy? How have I changed in my lifetime? What are the different parts of our body called? How can we be safe online?	<u>Me and my family</u> Who can I talk to? How can we feel safe where we are? Who keeps us safe? How can we keep safe at home?	<u>Me and my world</u> How can I be safe when on or near the road? What do I need to remember when I'm riding my bike? How can I be safe online? What do we need to do to look after the planet? What can we do to help us save energy?
RE	Christianity <ul style="list-style-type: none"> ● Why are we thankful? ● How do we show we are grateful to our family? ● What are the many different ways of showing we are grateful? ● What are the many ways in which people thank God? ● What might people thank God for? ● Why are people thankful for their talents? ● Harvest 	Christianity <ul style="list-style-type: none"> ● What do Christians believe about God? ● Who is Jesus? ● Why is it important for Christians to follow the example of Jesus? ● What is the special book of Christians? ● Where do Christians worship? ● Christmas 	Judaism <ul style="list-style-type: none"> ● What do Jewish people believe about God? ● Why are Abraham and Moses important to Jewish people? ● Why is the Torah special to Jewish people? 	Judaism <ul style="list-style-type: none"> ● Why is the synagogue special to Jewish people? ● How is the Jewish festival of Sukkot celebrated? ● How is the Jewish festival of Chanukah celebrated? Christianity <ul style="list-style-type: none"> ● Easter 	Hinduism <ul style="list-style-type: none"> ● What do Hindus believe about God? ● What are the key features of Krishna? ● Where do Hindus Worship? ● What stories and celebrations are special to Hindus? 	Hinduism <ul style="list-style-type: none"> ● What is Diwali and how is it celebrated? ● What is the festival of Raksha Bandhan, and how is it celebrated? ● What is Holi and how is it celebrated? ● Why is colour important to Hindus?