



TOPIC OVERVIEW 2014 – 2015

YEAR 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	ALL ABOUT ME	CELEBRATIONS	BEARS	GROWING	ANIMALS	WATER
Personal, Social and Emotional Development.	<p>Making friends and sharing and taking turns</p> <p>Learning the rules of the classroom</p> <p>The areas of the classroom – resources etc</p> <p>Personal Hygiene</p> <p>Dressing and undressing for P.E</p> <p>Learning routines of the school day</p> <p>SEAL – New Beginnings</p> <p>Knowing about ourselves and our families</p>	<p>SEAL – Getting on and falling out.</p> <p>Working together – cooperation</p> <p>How to manage feelings</p> <p>Confidence in speaking to others in a group/class.</p> <p>Initiating conversations with other and taking account of what others say</p> <p>Beginning to explain own knowledge and understanding.</p>	<p>SEAL – Going for Goals</p> <p>To know what a goal is, to set own realistic goal and to work to try to reach own goal.</p> <p>Developing friendships, sharing and taking turns</p> <p>Following the rules of the classroom</p> <p>Showing confidence and talking in a small group.</p> <p>Being able to talk about their own feelings and behaviour and the feelings and behaviour of others.</p>	<p>Understanding feelings – happy, sad, angry, excited, scared etc.</p> <p>SEAL – It’s good to be me</p> <p>Building confidence with speaking to the class or in a group</p> <p>Can describe themselves in positive terms and talk about abilities</p> <p>Able to stand up for themselves without hurting others.</p>	<p>SEAL – Relationships</p> <p>I can tell you what is fair and unfair, I can tell you how it feels and when I think when things are unfair, I know some ways I can make things fair.</p> <p>Take account of one another’s ideas about how to organise their activity. Show sensitivity to others’ needs and feelings.</p> <p>Selecting their own resources.</p> <p>Collaborating with others’, working as part of a group or class.</p>	<p>Showing sensitivity to others needs and feelings</p> <p>Confident to speak in front of class</p> <p>Can choose resources they need and can express when they do or don’t need help.</p> <p>Can talk about the things they enjoy, are good at and things they don’t find easy.</p> <p>Able to talk about how they show feelings and how to manage them</p> <p>PE games – working as a team</p>
Communication and Language	<p>Listening to & joining in with stories and rhymes</p> <p>Discussions about ‘My Family’</p> <p>Responding to instructions</p> <p>Speaking and listening in a small group</p> <p>Understand the use of objects (e.g. what do we use to cut things, where can we find them in the classroom)</p>	<p>Retelling stories with increasing details</p> <p>Discussions around celebrations at home</p> <p>Maintaining concentration and sitting quietly during appropriate activities.</p> <p>Speaking and listening to others in groups and as a class.</p> <p>Using talk to explain understanding</p> <p>Beginning to ask</p>	<p>Speaking and listening in a small group</p> <p>Use talk to review and explain effectively, showing awareness of their audience.</p> <p>Ask and answer questions in small groups about their experiences and in response to stories and non-fiction texts.</p> <p>Anticipate key events in stories.</p>	<p>Responding to what they hear with comments, questions or actions.</p> <p>Develop own narratives and explanations</p> <p>Anticipating key events in stories.</p> <p>Responding to instructions involving several ideas or actions</p> <p>Give attention to what others say and respond appropriately.</p> <p>Express themselves</p>	<p>Be able to respond to what they hear with relevant comments, questions or actions.</p> <p>To give attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to</p>	<p>Able to listen to stories, anticipate key events and respond with relevant comments or questions.</p> <p>Can follow instructions involving several ideas or actions.</p> <p>Answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events</p> <p>Able to speak to the</p>

	Use talk to review and explain. Ask questions in small groups	appropriate questions of others.		effectively, showing awareness of listeners needs. Use past, present and future events accurately.	happen in the future.	class. Showing awareness of the listener when speaking Use past, present and future tense Develop own stories by linking and connecting ideas, recounting experiences.
Physical Development	Awareness of space and of self Group games; ring, group and playground games How we feel after exercise Gaining control over fastenings when getting dressed and undressed for P.E sessions Using a correct pencil grip and gaining control with mark making implements Using and holding scissors correctly	How exercise affects our bodies. Movement – using space to move in different ways being aware of others Using correct pencil grip and gaining control with mark making implements Using and holding scissors Forming recognisable letters	Exploring further ways of travelling, stopping, holding a position. Bear Hunt Dance – listening to and responding to music with set moves. Continue to develop small scale control with equipment and writing, including correct pencil grip. Handling equipment and tools safely.	Travelling over and through equipment Showing increasing control with ball skills Showing increasing control using small equipment Handling equipment effectively for writing Be able to talk about ways to stay healthy and safe through food and exercise.	Athletics. Using equipment. Practising for sports day. Strengthening and fine-tuning fine motor skills. Showing an understanding of safety issues when using different tools. Knows the importance for good health of physical exercise, and a healthy diet and talks about ways to keep healthy and safe	Can move confidently in a range of ways negotiating space Building obstacle courses Handle tools and equipment effectively, including pencils for writing. Knows that healthy food and physical exercise contribute to good health.
Literacy	Recognising and writing our own names Getting to recognise other children's names Starting to introduce letter sounds Writing lists and labels	Writing our own names and beginning to write other words/captions. Continuing letters and sounds – blending to read. Story re-telling	Reading labels, captions and simple sentences. In both fiction and non-fiction texts about bears. Being able to talk about what they have read and seen in books or on the computer. Writing labels, captions or simple sentences. Begin to write some key words correctly.	Read and understand simple sentences Using phonic knowledge to write words Demonstrate an understanding when talking about what they have read Writing some irregular common words Writing sentences which can be understood by themselves and others	Reading key words within a sentence. Talking about what they have read. Writing for a purpose – e.g. in vets surgery. Story writing in response to Possum Magic, Handa's Surprise. Non-fiction writing about animals.	Focus on reading simple sentences Use phonic knowledge to decode and read regular words Demonstrate an understanding about what they have read Using phonic knowledge to write words which match spoken sounds

<p>Mathematics</p>	<p>Counting in order 1-10 Using number names in order in familiar contexts up to 10 including '0' Counting reliably up to 6 objects Match numeral and quantity Look at numerals and shapes in the environment Using simple mathematical language to describe shapes Using shapes to make pictures and patterns Introduction to numicon</p>	<p>Orders 2 or 3 items by length. Using everyday language of 'longer' and 'shorter' Orders 2 or 3 items by height Estimates how many objects they can see and checks by counting them. Uses the language more and fewer to compare two sets of objects. Beginning to use everyday language related to money Measures short periods of time in simple ways. Says the number that is one more than a given number.</p>	<p>Number I can say the next number (without counting from 1). I can add 1, then 2 to any number up to 10. I can find different ways to partition sets of ten objects. I can read and write the corresponding addition I am beginning to be able to take away (Guess how many are hiding) I can solve problems, including doubling, halving and sharing. Shape, Space & Measures I can order items by weight and capacity. I can compare quantities and solve problems. I can sort and describe 2D shapes. I can sort objects using given criteria.</p>	<p>Counting – 1 more and 1 less. Solving problems by sharing Using vocabulary of adding and subtracting. Sorting items by capacity Comparing quantities and solving problems Naming and describing 3D shapes (cube, cuboids, pyramid, prism, sphere and cone) Sorting objects (using given criteria).</p>	<p>Counting on and back 0 – 30. Problem solving addition and subtraction +/- Ordering numbers Money 3D shape Patterns Measuring Time</p>	<p>Use everyday language related to time Use everyday language related to money Use mathematical language to describe shapes Use language such as 'heavier' or 'lighter' to compare quantities Look at capacity and order items by capacity Problem solving including doubling and halving through sharing Solving problems with 'addition' and 'subtraction' and using the language.</p>
<p>Understanding the World</p>	<p>Ourselves – our bodies; senses, body parts, bones Our families; who's who, other families Looking after ourselves; washing, hygiene routines, healthy eating 5 senses Computers – how to use the mouse, choose a program, using the drawing program Learning about Harvest festival</p>	<p>Light and dark exploration. Looking at different festivals celebrated in all cultures. Talking about different celebrations in their family.</p>	<p>Bear hunt maps. Making and following maps in the outdoors. Exploring the properties of different materials. Using control toys. Typing own name. Collect and record data. Chinese New Year</p>	<p>Asking questions and talking about observations and features Planting and gardening Similarities and differences between themselves and others Talk about changes and why they occur Making observations of plants and living things Talking about past and present events in their lives</p>	<p>Looking at what happens in vets surgeries. Pets Australian & African animals Cooking an African dish. Comparing contrasting environments. Map making. Using a digital microscope to look carefully and discuss similarities and</p>	<p>Floating and sinking Experimenting with water (adding bubbles, ice etc) and how it has changed the water What we use water for – observations of familiar world Control toys – using digital cameras/positional and directional toys. Understand that a range of technology is used in places such as home and</p>

				Look and environments and how they vary.	differences. Data collection and making graphs of counter.	school
Expressive Art and Design	Drawing & painting – self portrait, our families Role play – home corner and school Painting – easel; colours, mixing colours Making funny faces biscuits Collage – plate faces, collage bodies	Firework paintings Painting - Colour mixing Role play – home corner (spaceship). Collage – Charlie and Lola Making salt dough, cards, calendars, Christmas biscuits	Exploring mark-making using a wide range of tools and media such as paint, gloop, clay. Bear Hunt collages and paintings. Composing Bear Hunt music. Bear Hunt Dance.	Observational drawings Using tools safely and appropriately Making simple joining mechanisms Role play Constructing with a purpose in mind. Experimenting with sound	Australian Art – aboriginal paintings, didgeridoos. African style painting, masks. African drumming & dance. Role-play – Handa’s Surprise.	Role play – pirate ship Create an underwater scene Making pirate hats Sewing Mixing to create different textures (water/flour/paint etc) Bubble and wax paintings